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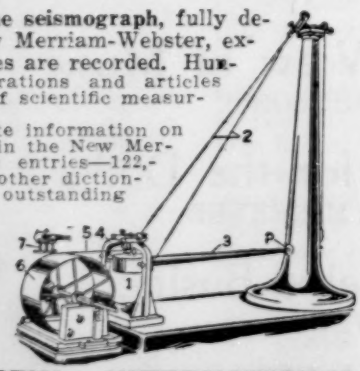

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The Editors Say...

The Journal of Education is happy to greet its friends after their and its vacations. During the summer, your editors have been on the trail of numerous creative adventures and achievements in education in all parts of the United States. The result for our readers promises to be a procession of illuminating articles.

A service we have long sought to obtain for our readers has at length materialized and will be started in October. The new feature will be a "Psychological Clinic" to which specific case problems may be submitted by school officers, teachers or parents for solution by a qualified psychiatrist who is constantly coping with such problems. The director of this clinic will be introduced September 21.

On the cover of that unpretentious Mid-Month News Edition you will meet one of our frequent contributors who now acquires the title of "Contributing Editor."

Now It Can Be Told!

We have wanted for some time to disclose the identity of "Francis Read," that friendly high school principal who has written so frankly and so helpfully during the past two years, first under the caption "All in the Day's Work," and later "From a Schoolman's Diary." Mr. Read has at length consented to let us use his real name. He is Everett V. Perkins, principal of Cony High School, Augusta, Maine, and one of our valued advisory editors. You will be glad to know that he is to be with us in ensuing issues.

So many readers have expressed interest in our experiment of last Spring with an enlarged issue the first of each month followed two weeks later by a Mid-Month News Edition that we have decided to give the plan a further trial. Let us hear from more of you.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 Boston, September 7, 1936 Number 13

World at Lessons

Finns, Laws and Buttons

IN FINLAND, each member of the legislature has on his desk two buttons. To vote "Yes" on any motion he presses one of them; to vote "No" he presses the other.

The Finns have shown the world an example of prosperity in the midst of almost universal depression. They have shown an example of meeting their obligations promptly when they fall due. And now, perhaps, they are offering a needful lesson in the proper mechanism of voting.

For the electric push button as a means of voting is no mere gadget. It saves countless hours which, in other legislatures, are consumed in roll calls, and in counting of close votes.

Electric buttons could, if desired, be employed to register an entirely secret poll of the members; only the totals being registered.

In popular elections we have adopted a secret ballot. In so doing we have virtually done away with intimidation. The citizen may vote as he pleases, without fear that some one will later punish him for his choice.

In our legislative bodies, on the other hand, much is made of exposing each member's vote on every issue of political importance.

Would our Senators and Representatives do a more sincere and conscientious job if their votes were secret?

The problem of pressure groups intimidating lawmakers is a very real one. Many a law is passed, many an appropriation is put through, because few members have the courage to vote the way the public welfare demands.

Of course, a lawmaker whose votes were not recorded would have difficulty in going before the voters on his record. There would be nothing but his speeches to indicate where he stood on crucial issues. But how imperfect, even now, is the knowledge percolating to the citizens regarding the real attitudes and votes of their representatives!

And year after year, session after session, minority blocs wield more power; new channels for unbridled expenditure are opened up; and taxes mount.

Maybe a secret ballot in the legislature—a pressed button that leaves no trace except a total—would result in benefit to the public.

It is worth a trial.

• • •

The Minor Parties

THERE are six candidates for the Presidency of the United States.

In addition to President Roosevelt and his chief rival, Alfred M. Landon, there are two claimants for the title of "third party's candidate." The publicity given to William Lemke as leader of the Union party has almost eclipsed that sturdy perennial, Norman Thomas, who so vigorously heads the Socialists.

This may be about as far as most of us could go in naming off the contenders. But the Communist party wants to elect Earl Browder. And the Prohibition party, still maintaining its long record of hopeless campaigning for the White House, has put D. Leigh Colvin in the field.

Hardly any one expects a candidate ouside the Republican or Democratic party to be chosen in November. Many thousands of voters will "throw away their votes" by favoring one or another of the minor party nominees.

The citizens by and large will do better to choose between the two principal candidates than to fool around among the losers, and perhaps by so doing help elect the very man they want the least.

• • •

Times Hard and Soft

SOME one has remarked that hard times are the bad tasting medicine we take after a period of over-indulgence.

Well, they are bad tasting medicine, undeniably; but the over-indulgence prior to 1930 was hardly recognized as such by the people who were over-indulging. And a lot of people—millions of them, in fact—never had a chance to over-indulge. They may have been too hopeful of what thay

would be able to pay for. This optimism was contagious. It led people to purchase beyond their means. When the bad tasting medicine was passed around, they were obliged to take extra large spoonfuls of it.

It is a delicate matter to ride up the side of a boomlet without having it become a boom and then—bad tasting medicine.

Moreover, if we want good times to arrive and stay with us any length of time, we've got to be concerned about letting more people share them.

Prosperity that bears a heavy load of unemployment on its back is both inhumane and destined to be brief.

• • •

Einstein's Mathematics

SIR WILLIAM ROTHENSTEIN, the portrait painter, tells about an experience he had while making a portrait of Professor Einstein at Berlin. At one of the sittings, a solemn stranger resembling an old tortoise sat listening to Einstein as the latter expounded tentative theories. The stranger would listen for a while, then shake his heavy head. Einstein would reflect a while, then brighten up and begin to advance some other idea.

As the painter was leaving, he learned who the visitor was. Said Einstein: "He is my mathematician. He examines problems that I put before him and checks their validity. You see, I am not myself a good mathematician."

If Einstein is not a good mathematician, a vast number of lesser folk ought to be excused also for not being good mathematicians.

Yet a number of American colleges continue to require a certain amount of mathematics from every applicant for admission, if not the actual taking of a course or two in that subject while in college.

Mathematics may have disciplinary value. It develops the ability to do straightforward, purposeful thinking. And it is great fun, as well, for those who get the knack of it.

But to a certain percentage of otherwise brilliant persons mathematics is a nightmare. And for any college which is not producing scientists or engineers, but offering a "liberal education," to maintain a hard and fast rule that every graduate must meet a rigid standard in mathematics, is nothing short of stupid. It is also inhumane to the point of cruelty.

Nearly all of us have known cases in which students have taken test after test in the hope of passing off a condition in mathematics while in college. The thing has haunted them perpetually, sometimes to the point of ruining their chances of any real happiness while in the institution.

A college that is a stickler for mathematics is a good one to steer away from. It will have other idiosyncrasies just as bad as that one.

• • •

Overworked at Play

WHEN the collector of postage stamps begins to hoard stamps having certain minor characteristics such as light or dark inking, round or oval perforations, or what have you, the observer who has not succumbed to that sort of ailment feels a justifiable pride in his sanity.

But the microscopic aberrations of philately are only symbolic of what has taken place in most forms of recreation and amusement. The rules of each game have become so difficult and complex that the person who wants to play a game for the fun of playing is quite lost.

Try to break into bridge in a casual manner, and see what happens to you. You must become an expert or not play at all.

It is much the same with golf, or tennis, or hockey or—any game you care to mention.

In this way, we Americans become great competitors and strivers. But we miss the point, so far as recreation and amusement are concerned.

Must we take our sports so strenuously—either becoming hawk-eyed specialists, or not playing at all?

• • •

Japanese Peace Gift

JAPANESE and Russian diplomatists who signed a treaty of peace at Portsmouth, New Hampshire, in 1905, were in a more benevolent mood than their successors of today who watch for armed clashes along the borders of Outer Mongolia. Each year several hundred needy families in New Hampshire are happily reminded of that Portsmouth peace pact, as they receive donations of shoes and other articles or money from a fund which the Japanese established as a token of appreciation. The Russian as well as the Japanese government left in the hands of New Hampshire authorities a bond of $10,000, income from which was to be used for charitable purposes. Russia, after the overthrow of the Czar, defaulted on that bond in common with all other bonds. But Japan's bond continues to yield $550 annually.

A widespread scattering of charity funds like that throughout the nations, might be an excellent investment in good will for any or all governments.

War sentiments do not thrive where sentiments of an opposite sort have been planted and allowed to grow.

Why Mark?

By MYRON E. SMITH
Superintendent of Schools
Canby, Minnesota

The writer condemns marks as futile and unjust, and challenges schoolmen to get rid of them.

MARKS in current use are derived largely from the measurement of fact-acquisition. The acquisition of fact is but a primary step in an educative growth. It is but one of many activities in an educative growth that may include problem solving, social competence, acquisition of skill, creative activity, esthetic experiencing, and the like. Educative growth is the improved adjustment of the individual to his external world and the conditions within himself. Educative growth consists not merely in the passive reception into the mind of a number of facts or ideas (acquisition) but in the mind's action upon those ideas. As Cardinal Newman so aptly suggests, there is no enlightenment unless there be a comparison, a systemizing, a harmonizing of ideas, "a digestion of what we receive into the substance of our previous state of thought." Educative growth, or cultural progression, he continues, "is the movement onward of that mental centre about which revolves the accumulative mass of our acquirements." To measure the acquisition of fact, a primary step in educative growth, and to permit a mark based upon such measurement to masquerade as an adequate index of educative growth is to obscure the ultimate objective of educative growth and to focus attention upon an incidental detail.

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Another indictment of current marking systems, quite as serious as that they are derived from the measurement of only a small portion of educative growth, is that after such measurement pupils are ranged in order of excellence (the highest first, the lowest last) and marks are distributed along the resulting scale. Marks are thus determined by comparison of individual achievement with group achievement. Such comparison ignores individual differences in ability to achieve. Educational psychology has demonstrated that pupils differ in native endowment. Compulsory education is concerned with the growth of each individual according to his native endowment, and is not particularly interested in the rank order of its student population. It may be pleasing to some extent to be told his child ranks in the upper quartile of his class, it may even be pleasing to the child; but it is distinctly not the business of the school to satisfy such curiosity. It is the business of the school to attempt to induce an educative growth in every child according to his talents. The school is interested in knowing that John and Henry are doing their reasonable best to learn, and is not particularly interested in knowing whether John outranks Henry or vice-versa. The task of the school is to teach, to assist each child to learn.

The awarding of marks, obtained by measuring fact-acquisition, along a scale of relative excellence, has many pernicious effects. Ranking of pupils by the measurement of fact-acquisition results in a rank order that approximates the rank order obtained by administering intelligence tests. Talents of intelligence are Providential; the degree of intelligence, or native brightness, is determined by factors of inheritance. To throw pupils into competition and to award marks on the basis of ability to acquire facts is to stratify pupils according to native endowment. Such competitive marking creates a condition of "caste."

Students of meagre native ability constantly receiving low grades are inoculated with the virus of the inferiority complex. Students of meagre native ability thrown into competition every month or six weeks are unable to avoid unfavorable comparison. Failure is a wet blanket to effort; and these students are forced to a philosophy of defeat. They are forced to a philosophy of defeat by the very agency that is designed for their benefit. They are robbed of confidence and courage by the very people whose task it is to help them. If it is an offence to rob anyone of confidence and courage, then the conclusion is forced that we who are responsible for the education of children are held to a high accounting.

•

Current marks encourage false motivation. The fine gradations of our marking systems tend to establish a psychology of rewards or wages. The attention of the pupil and parent is focused away from educative growth. Marks come to have intrinsic value. The desire to attach significance to symbols and distinctions is not necessarily juvenile. We Americans have only to remember that the City of Washington can become much perturbed over

whether a full-fledged ambassador precedes or follows the Chief Justice to the banquet table! It was General Pershing himself, listening to the apology of a rookie guilty of an innocent but unmilitary familiarity, who smiled and said: "That's all right, son, but don't try it on a second lieutenant." In a recent communication from a principal in Montana protesting the abolishment of marks, her arguments collapse when she declares: "Why, I've known students to be so anxious about marks that they would bet on them."

Anxiety and fear of the stigma of low marks may lead to overwork, discouragement and cheating. Parental interpretation of marks in many instances accentuates this fear motive. Fear is an unwholesome motive in any school. Innate in every one of us is a desire to know and to improve, as ever ready and as insistent as the three-year-olds, "What's this? What's that?" This innate desire to know is the true motive for learning, the partial fulfillment of that desire is the Herculean task of the school. Personally I should not choose to send a child of mine to a school where the teachers were so clumsy that they required fear as an ally to teaching. The use of fear is really a substitute for good teaching.

The fine gradations of our marking systems are conducive to invidious distinctions resulting in undesirable attitudes of jealousy, self-glorification, and intellectual snobbery. I think the examples within the memory of every teacher are so numerous and vivid as to require no recitation.

•

The present emphasis upon grades in certification engenders the game of "getting by." Students are satisfied to "make the grade." An example was recently given me by the dean of a college who with much trouble had secured an excellent book for his son who was a senior in a technical school. After some weeks the boy's father noticed the book still lying where he had put it down on the library table. He questioned his son about reading the book, until the son replied that he was not going to read the book because it was not required for credit in the course he was taking. Very little improvement in real education can come about until attention is directed away from marks and focused directly upon educative growth within the individual.

Present day emphasis upon fact-measurement tends to limit the subject field to a mere list of minimum essentials. So busy are teachers in cramming factual information in preparation for factual examination that the rich fields of connotative learning, of correlation, of association remain unexplored.

Furthermore current marks in themselves are variable, unreliable, and inconsistent of distribution. In the recent Ohio Every Pupil test it was demonstrated that even colleges in the field of algebra vary greatly in marks from school to school. A long time ago Starch demonstrated that teachers themselves varied unbelievably in giving grades to identical work. Marks are offered as accurate measures of educative growth. The public interprets them as such. Schoolmen who give tacit permission to such interpretation are guilty of indifference if not charlatanism.

In recent years a great deal of effort has been expended in designing administrative procedure to facilitate the award of grades. Somewhere the belief arose that measurement was the touchstone of science. Measurement, of course, is indispensable to true science, but it does not necessarily follow that all measurement reaches its scientific objective. Be that as it may, schools were deluged with standardized tests, swamped with questionnaires. Professional journals became a graph-maker's Paradise. Nearly all the procedures designed to facilitate the award of grades tend to perpetuate rather than eliminate the intrinsic faults of the system. The method of relative excellence, mentioned before, ignores individual capacity and engenders either intellectual snobbery or the philosophy of futility. The current use of the normal curve largely ignores the fact that the curve was derived from a study of unselected outcomes of chance factors. A curious example of the curve in operation is the current use of it in the Minnesota State Board Examinations. In these examinations given every spring to secondary schools, approximately 25 per cent. of all pupils fail to pass regardless of the score they make! Why? Because someone categorically decided that that percentage should be the normal mortality rate among Minnesota students. Here is the theory of the normal curve applied with a vengeance! Its rashness needs no elaboration.

In order to free the elementary pupils from the entangling web of marks and marking systems, the Canby schools removed marks as a means of pupil motivation and removed report cards as a means of pupil-parent information. The technique used was that of cutting the Gordian knot; but for Gordian puzzles the Alexandrian technique is perhaps indispensable. We believe the removal of marks has already tended to clarify the purpose of elementary education in the mind of the pupil, the teacher, and the general public. Attention has definitely been directed away from the preliminary process of

fact-acquisition and focused upon the educative growth of the individual. Teachers are more alert to making adjustments for individual differences because they are less concerned with rank order and mass comparisons. Pupils, freed from the fear of such comparisons, give every evidence of being less harassed. Teachers report a better quality of work. The substitution of teacher-pupil and parent-teacher conferences for the conventional report card has resulted in invaluable teacher-pupil and teacher-parent relationships. After all, does not every one remember best in his own school career the occasions when the teacher talked it over? The need for such teacher-pupil contacts cannot be satisfied by the impersonal award of a mark or grade. The conventional system of evaluating scholastic work by an abstract letter, number, or percentage is in reality a cheap and easy substitute for conference relationships.

•

In our schools today we tolerate a pernicious system of marking. Why? The answer is probably to be found in the stubborn physics of momentum, or in the physiology of lethargy. Teachers and schoolmen persist in educational procedures to which they are accustomed. There is little or no critical evaluation of the philosophy underlying these procedures. They are earnestly concerned about the technique of doing, but their only excuse for doing is that it has always been done. Inscribed on their standard is the barren thesis of Pope, "Whatever is, is right."

There is good reason to believe that the sense of failure which many children encounter in school is a powerful contributing cause to delinquency and other social misconduct. If this is true then that fact alone is sufficient warrant for rigid examination into the practice of marking to determine just how much marks are responsible for unhappiness and failure in school and life situations. Likewise a critical examination into the whole theory of marking is necessary to determine what desirable educational objectives, if any, are contemplated in the philosophy of marking.

•

Are desirable educational objectives being met by the current practice of marking? It might be enlightening to examine a few cases.

L. A. A shy young girl, with but few of the golden talents, comes from an impoverished home, undernourished, timorous and afraid. What objective is served, every six weeks, to remind her of her misery? Who are teachers, and what educational objectives do they serve, when they seek to impress upon this defenceless child the enormity of her impoverishment?

M. T. A young boy, lost in the labyrinth of grammar, earnestly seeking to comprehend. What objectives are being served when teachers ignore his honest labor and tell him that in comparison with the rest of his fellows he is but a clumsy failure? Is he a failure? Consider the boy, with the understanding that Providence saw fit to provide, he tries his best, he has done his best—who can do more?

R. M. Report card day. Outside on the deserted playground a young boy, fourth grader, sits alone in the swings, his report card stuck in his shirt pocket. He is a boy who has been told by an irate and unthinking father that a C is not good enough in arithmetic, and for six weeks he has worked hard. The card in his pocket tells him that he has just received another C. It is a late afternoon in spring, and from a tree nearby a robin calls. The boy swings slowly on, a young philosopher bathing in the serenity of a spring twilight, before going home to face the parental hurricane! What possible objective is served here?

Y. L. Report day in midwinter. While the Junior High School is dismissing, the halls and cloakrooms are scenes of stock-market confusion, excited conferences, trembling comparisons, triumph and disaster. In the assembly a girl busies herself with the orderly arrangement of her desk. She is a girl of meagre ability, even the task of arranging her desk is of apparent difficulty, for when she finishes the halls are deserted—there is no one with whom to compare. She does not seem to mind, she puts on her wraps slowly and stands at a western window. Thoughtlessly the teacher asks: "Aren't you going home, Susan?" She nods without turning. The teacher asks again: "Susan, is anything the matter?" The girl turns and shakes her head and tries to smile—through tears. Is anything the matter? Perhaps there is something the matter—when diligence and perseverance, honesty, earnestness and loyalty are ruthlessly ignored. Perhaps something is amiss when young children are made to feel ignominy and shame for an inheritance they could not avoid, when unfortunate children, because they are weak, are exposed to the whips of scorn, the slings and arrows of truly an outrageous Fortune!

•

Every child who enters the school presents to the teacher a separate and distinct problem, just as each child to every parent presents an individual case requiring treatment that is special and unique. As in the home the weak child receives considerate care, so in the school it is possible that the less fortunate should be given

at least decent treatment. With kindness and care the weak also may grow—and become strong—even the least.

When you and I assumed to govern, the responsibilities of our office became a challenge. Our responsibility is to children, their welfare is our challenge. There is little room for smug complacence in the execution of our responsibility. The children cannot free the learning situation from the blights of marks; the children are immature, they have no other concept, they are without voice, without recourse, dependent entirely upon us who govern. Only as we who govern are intelligently alert, only as we actively strive to establish justice, only as we care for children and seek their welfare, will the learning situation be made wholesome and the educative growth of every child a more happy experience!

What Makes a Great Teacher?

By ORLIE M. CLEM
Superintendent of Schools
Owego, New York

In this third article, Dr. Clem points to the need of right attitudes toward human personalities.

GREAT teaching occurs only when two minds are en rapport. Henry Clay Trumbull has well said that "unless something has been learned, nothing has been taught." Nothing that really matters has been taught unless the circuit between teacher and pupil has been completed in an atmosphere of mutual confidence. Professor Muzzey tells the following story:—

"A teacher was trying to impress on a group of settlement boys the horrible character of Nero. He explained how Nero had poisoned his courtiers, kicked his wife, killed his mother, and how he longed to sever the heads of all his subjects with a single stroke of the axe. Then he turned to Mike and asked: 'Well, Mike, what do you think of this man, Nero?' Mike aroused himself from a half-slumber and drawled out: 'Huh, this man Nero ain't never done nothing to me!'"

The machinery of education frequently makes mutual confidence impossible. A college catalogue from a well-known institution reads:—

> "Upon entering each student is *assigned* to a member of the faculty who acts as his adviser. Each semester the student is *required* to consult his adviser concerning the choice of his studies, and the adviser must give his *approval* before the student is *permitted* to enter classes. It is the *duty* of the adviser to guide the students under his care in all matters concerning their university courses; to see that all *rules* relating to *required* or elective studies, promotion, and graduation are *strictly* complied with."

It is difficult to produce an atmosphere of mutual confidence by such words as assigned, required, must, approval, permitted, duty, rules, and the phrase strictly complied with. It is more difficult to imagine the great teachers of history using such words to establish rapport with their students.

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Bagley has shown that when he purchases an automobile he has little interest in the routine operatives (except from a humanitarian point of view) who screw up the nuts, clinch the cotter pins, and spray on the paint. The prestige of the company enables Bagley to place his faith in competent engineers who design and test the car, in a responsible hierarchy of executives who represent the overhead. However, when Bagley sends his child to school, his attitude is completely reversed. The most important individual is the one who conducts the actual, first-hand work of the child's education. It is here that the great teacher pours out so much heart, so much of that magnetic force which radiates along nerves and invisible chords. The point of contact between teacher and pupil in great teaching transcends overhead, organization, or machinery.

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Great teachers have recognized the uniqueness and sanctity of individual personality. To them each child is unique, immortal, unlike any which has ever existed before or will ever be born again. They regard human material as the most precious, most potentially plastic or resistant substance in the world. They see in almost every girl a possible Lucy Gray of whom Wordsworth wrote:—

"A youth to whom was given
So much of earth, so much of heaven."

These great teachers regard every boy and girl as did Whitman:—

"Each of us inevitable;
Each of us limitless;
Each of us with his or her right upon the earth."

If some of their charges falter, great teachers remember that

"the race is not always to the swift nor the battle to the strong." They sincerely believe that in his spiritual qualities man is a little lower than the angels. Like Browning they "judge people by what they might be, not are, nor will be." They do not ignore the child of the one talent in order to administer to the one of five or ten talents. Yet they agree with Thorndike, "We should not provide our best workers with the poorest weapons nor ask our bravest to fight with the naked hands." If their charges prove queer or eccentric, great teachers do not despair. They recall that Keats was unhappy, yet produced the *Ode to a Grecian Urn*. Goethe was personally immoral, yet wrote *Faust*. The impetuosity of Beethoven found expression in the *Fifth Symphony;* the seriousness of Shelley in *The Ode to a Skylark;* the elemental passion of Lord Byron in *Childe Harold*.

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Great teachers have ranked high in human qualities. Many have not been masters of science; all have been masters of the art of human living. Many have not been doctors of philosophy; all have been doctors of human understanding. A great many have been fishers of facts and of knowledge; all have been fishers of men and of wisdom. Unlike Mrs. Browning they have known and lived life:—

> "How willingly would I as a poet exchange some of the slumbering, ponderous helpless knowledge of books for some experience of life and man."

A transcendental humanity shines forth in Socrates, in Jesus, in Arnold of Rugby, in Sanderson of Oundle, in Bagley, and in Cubberley. This humanity has mellowed and humanized their teachings. One of Stanford's most prominent alumni, upon Cubberley's retirement, placed his majestic humanism above the contents of his mighty volumes.

> "That best portion of a good man's life,
> His little numberless unnumbered acts,
> Of kindness and of love."

Students have always said of such teachers: "I like that man." Great teachers, even in obscure schools, have had time to inquire about Susan's mother's rheumatism, about the new baby brother in Helen's home, about the success of Margaret's big sister in college, about Benny's father who has been unemployed. Such teachers see before them the bleeding heart of a world. They regard their job as one of humanics rather than mechanics. They covet for every child more of the agreeableness and goodness of life. They regard teaching as the distinguished physician of Johns Hopkins regarded his profession:—

> "After science has done all that it can; after we have made every possible diagnosis; the difference between life and death for the patient remains with the doctor who sits by the bedside."

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Great teachers clasp the hand of the pupil with sympathy and understanding.

The greatest teachers of mankind have thought not only in terms of their own protegees but of all humanity; they have thought in terms of the race. Lincoln's humanity was his supreme genius. All creatures were to him "poor earthborn companions and fellow-mortals." He removed the pig from the mire, restored the fledgling to its nest, responded to the plaints of a negro mother. When hot-heads insisted that Jefferson Davis be hanged, he said: "Judge not, lest ye be judged." As Christ looked down from the Cross, he said: "Father, forgive them, for they know not what they do." Likewise, great teachers have regarded their pupils not as mischievous imps but human souls with inarticulate yearnings for better things. They regard their work not for today only but for tomorrow and tomorrow.

The deeds of great teachers suggest that though modern mechanists speak with the authority of men and angels, and have not charity, they become as sounding brass, or a tinkling cymbal.

Great teachers have been distinctive in their methods of teaching. They have not relied upon a standardized general method or specific sets of tricks and devices. Socrates could not or did not use the lecture method, but for Aristotle it was the master method. Christ taught in parables, and Plato used the socialized recitation. Jean Paul Richter kept a notebook in which he recorded the original ideas of his pupils. The mechanics and specificity of modern methodology find little support in the instruction of the great schoolmasters. The outstanding characteristic of their methods is uniqueness. Their procedures suggest that there is no one way to teach Hamlet, Mendel's Law, or the Lincoln-Douglas debates. Kelly, in his recent study of 362 great teachers in leading colleges and universities, concludes:—

> "It is obvious that the great teachers are not estimated chiefly in terms of pedagogical technique. The replies on methods were so few as to be discarded."

Likewise, the American Association of University Professors concludes a recent nation-wide survey of college teaching:—

> "There is no magic in any plan of instruction. The primary problem is not one of methods, but of men."

The N. E. A. *at* Portland

Seventy-Fourth Meeting of the Nation's Teachers Considered Tenure, Freedom, Youth, Democracy

Looking back over the seventy-fourth yearly meeting of the National Education Association — held at Portland, Oregon, from June 27 to July 2—one realizes that it mirrored a vivid cross section of the thoughts and problems which engage the attention of the nation's educational leaders in 1936.

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President Agnes Samuelson had prepared a program which evaded no issues, came to grips with real obstacles in the path of education, and recognized to the full the close relationships between the schools and the social, economic and political life of America.

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Nearly ten thousand persons were in attendance at the various sessions. Delegates to the representative assembly numbered 1,246. Portland's hospitality was as fragrant as her roses. The city is a busy and a beautiful one, as everybody knows. Its accommodations for the convention proved ample and unusually convenient.

A high point of the convention was the address of U. S. Commissioner of Education J. W. Studebaker, in which he stressed the necessity of free discussion of controversial matters in a democracy which hopes to retain its liberties and reap the benefits of gains already made. Dr. Studebaker said in part:—

The purpose of education under self-government is to enable the average citizen to speak more intelligently with respect to the real problems of his day. When we neglect to perform this function of organizing free inquiry on these vital matters, we play into the hands of the demagogues whose only hope of establishing a dictatorship on this soil lies in a condition of wide-spread civic ignorance. It is my opinion that we strengthen the defence of democratic education for the future by dealing specifically and objectively with controversial issues.

Dr. Studebaker announced the selection of Portland as one of ten cities in which forums will be established this year, under the Federal grant of $300,000 for this purpose.

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National Commander Ray Murphy of the American Legion was represented at the convention by Frank Miles, editor of the *Iowa Legionnaire,* who brought encouraging and unexpected support to the teachers in their opposition to teachers' oath laws. The Legion spokesman indicated that the veterans' organization does not regard compulsory oath laws as practical aids to patriotism and disapproves of such measures, though approving all well directed efforts to prevent the propagation of un-American doctrines in the schools. The Legion went on record also for continued co-operation with the U. S. Office of Education and the National Education Association in maintaining American Education Week.

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Youth's present situation and attitudes furnished the topic for a lively clash of opinion between Miss Willie A. Lawson, secretary of the Arkansas Education Association, and Dr. Robert Gordon Sproul, president of the University of California.

Miss Lawson's picture of youth in a state of semi-despair, longing for better opportunities in an improved social order, was met by a vigorous defence of youth's ability to accept the challenges of modern life in America and to surmount existing difficulties and achieve the improvements they desire.

Said Dr. Sproul:—

To the appeal of America's Youth I would return the challenge of the building of a "brave new world". I would say to them: The obligation and the opportunity are enormous. The call of the hour is for leadership, sympathetic in its understanding, tolerant in its outlook, and dynamic in its courage. Don't let yourselves be embittered by the disappointments of your elders, nor your buoyant confidence impaired by their suspicions. Do not permit your judgment to be clouded by their inferiority complexes. They are paying the penalty of their mistakes; see that you benefit by them. Above all, don't be content with contemplative inaction. Don't be content merely to interpret the world, or even to complain about it. Go out to change it. To those who will accept the challenge to keep faith with America, America offers still an open road that leads straight ahead and ever upward.

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The "Little Red Rider" attached to the District of Columbia appropriations act by the recent Congress, came in for sharp attack by Commissioner Studebaker, Superintendent Thomas W. Gosling, National Director, American Red Cross, and other speakers, and was denounced in one of the resolutions adopted by the assembly. The resolution reads:—

The National Education Association believes that great danger to the fundamental principles of democracy comes through any attempt to suppress freedom of speech, teaching, inquiry or discussion. It opposes and condemns the enactment of such legislation, national, state or local, as has for its direct or implied purpose the abrogation of such civil liberties

It therefore urges on the Congress of the United States early repeal of the rider attached to the Appropriation Bill of the District of Columbia, passed in June, 1935, which limits freedom of teaching in the District of Columbia.

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Inequalities of education, both racial and geographic, were courageously handled in an address by Superintendent Willis A. Sutton of Atlanta:—

If America is to be a democracy, if her peoples are to express their will at the ballot box, if all types, races and colors of American citizens are to become a part of the government, they must receive something like equal educational opportunities according to their intellectual abilities.

In this connection may be recalled the fact that the Hawaiian representation of thirty-five teachers strove to impress upon the convention the success of Hawaiian education in giving the same schooling to the rural as to the city child. Many photographs were shown to prove the extent to which this equalization has proceeded in our mid-Pacific isles.

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The question of Federal aid for education found the delegates ready to endorse the Harrison-Fletcher bill calling for $100,000,000 the first year and yearly increases of $50,000,000 until a total of $300,000,000 is reached.

The money would be distributed to the states in proportion to the number of school children in each, without regard to the financial resources of the respective states.

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The subject of tenure for teachers received much attention, and the committee on teacher tenure, headed by Donald DuShane, superintendent of schools, Columbus, Indiana, was heartily appreciated for its work in resisting the removal of certain teachers who appear to have been victims of injustice. The delegates adopted the following resolution:—

The National Education Association

ORVILLE C. PRATT
New Head of Nation's Teachers

reaffirms with emphasis its stand in full support of tenure of position for teachers as a means of insuring to the children of the land the best possible instruction. The officers and the Board of Directors, the Division of Research and the editor of the *Journal* are instructed to make tenure a major project for the next year's work of the National Education Association; the executive secretary is instructed to work with the Committee on Tenure, using all necessary services of the National Education Association to support, assist and initiate movements to secure tenure, to improve tenure laws and to repel attacks on tenure. The Board of Directors is instructed to appropriate the sum of ten thousand dollars when and as needed by the Committee on Tenure.

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National politics had its day in court before the teachers, a three-cornered debate among officially selected spokesmen of the Democratic, Republican and Socialist parties. Speaking for the Democrats, Governor Paul V. McNutt of Indiana delivered this defence of the New Deal:—

Militant and victorious democracy of the nation goes to the people in the campaign of 1936 on the record, a record of worth-while achievement, of devoted, honest, intelligent and statesmanlike service.

Three short years ago last March we found ourselves in disorderly panic-stricken mobs and factions. By June of that year we had become again an organized nation, confident of our power to provide for our own security and to control our own destiny.

Those who assert that the administration has scrapped the 1932 platform do so because they have never read or else have forgotten the contents of that document.

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Governor Burton L. French, of Idaho, speaking for the Republicans, declared:—

The Republican party is opposed to dictators under whatever guise and stands for representative government.

The time has come when we must cast into the discard the twin doctrines of disaster, economy of scarcity and scarcity of economy, in the transaction of our nation's business.

The Republican party stands for representative government, it stands for orderly amendment to our constitution, it stands for respect for law, it stands for honest and efficient civil service.

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Norman Thomas, Socialist candidate for President, attempted to cut the ground from under both his opponents, with such words as these:—

The Republican party is the party of special privilege, the ally of Hearst and the Liberty League, all of whom seek to identify liberty with the right to grab what you can and keep what you grab.

The primary trouble is not old deal or new, more money or less. It is the capitalist nationalist system with its outworn loyalties and institutions.

Planned abundance requires social ownership . . . of the great natural resources and the principal means of production and distribution.

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Outstanding addresses were delivered both by the retiring president, Miss Samuelson, in her review of the year in education, and by Denver's superintendent, A. L. Threlkeld, president of the Department of Superintendence, who discussed the Children's Charter and what should be done to make it effective.

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Orville C. Pratt, superintendent of schools at Spokane, Washington, was elected president to succeed Miss Samuelson.

Detroit was chosen by the directors as the place of the summer meeting next year.

The Price We Pay

By DAVID J. HEFFERNAN

Awarded Sixth Prize in The Journal of Education's Third Annual Short Story Contest

SUPERINTENDENT EDWARD LINGHAM was a man who stood above the crowd. When you walked into his office you realized this. There was strength and determination in the steel grey eyes that met you; there was nobility in the six feet of him that languidly rose to greet you; there was a warmth in his hand clasp; and just his request to be seated carried in it a gentility that impressed you.

You liked the man immediately. If you were a teacher looking for a job, he listened to you attentively, and was most considerate in dealing with you. If you were a youngster who was caught shooting an eraser across the room he gave you a very thorough trouncing with a few well chosen words, and then he would ease the sting so that you went back to class feeling that after all you weren't the worst in school.

Every school administrator finds something in the day's routine to try his nerves, but Lingham went through the day running his school system without being ruffled in the least; in fact, he always had a moment to spare. There were the usual interviews with his board members, salesmen innumerable, mothers complaining, teachers frightfully upset, little children crying—in the door they came and out again they went all very well satisfied.

He was never a man for the social life of the town. When he was through with his school he wanted to be with his family. But he did take time to attend the service club functions and to address the women's clubs, when they wanted him. That was typical of Lingham, he was on hand when you wanted him but he was never obtrusive.

You can see that a town would like a man of this sort. His teachers found him a tower of strength, and they leaned heavily on him, and, needless to say, they adored him. His children worshiped him, and as he walked through the town on his five-mile daily trek there were always a dozen or two trailing along with him. He understood them. He listened to their little troubles, joked with them, laughed heartily with them but never, never at them.

Twenty years he had been the superintendent of the city of Strassburg. Boards had come and gone but through all the changes and the political strife that went with them, he had walked above factionalism. No one had ever dreamed of removing him.

But in the late years the complexion of the town had changed. New suburbs sprang up, and into them came a transient lot of people. Their voting power became a very vital factor, and more and more challenged the stable, conservative centre portion of town. At last in a very bitterly contested election they succeeded in electing a president and three members of a six member board.

The president was a garrulous fellow, who at the first meeting promised to change things and put the schools of the city on the map. He told the press the schools were going to be different. He would do the entire running of them. He would select the teachers. He would pick out the year's textbooks. He would okay the teachers' programs. One of the reporters suggested that after all this was the superintendent's job. But the president, undaunted, replied: "The superintendent be damned!"

There was no question but that such an attitude would lead to an impasse. But few dreamed that it would occur so soon. Two months after the Board took office, the president's sister arrived at school, and told Lingham that she was to be assigned to an intermediate grade and the teacher there dismissed. The girl was under-trained, lacked personality, and after interviewing her, Lingham discovered that worse still she was genuinely stupid. The superintendent was very kind to her but told her frankly that she could not fit into his system.

The girl called the president, and he arrived at the office in a hurry. He was determined to put this impudent pup of a school man in his place. He'd show him who was the boss around this place. He burst into Lingham's office, and demanded to know the reason for his action. Lingham was very patient, and told him that under

David J. Heffernan is an assistant supervisor in charge of the schools of the Southeast section of Cook County, Illinois. In addition he takes care of the radio and newspaper publicity for the office, and represents the city, state, and county schools on the University Broadcasting Council.

no circumstances would he lower the standards of his teaching staff.

"Stick her in the lower grades," the president shouted, "how will those little kids know whether she can teach or not?"

The eyes of Lingham flashed. Anyone less moronic than the president would have fled from their cold fury but the utter ignorance and impossible effrontery of this new member of the Board could not appreciate subtlety. It was necessary for Lingham to tell the man that what he asked was impossible and under no circumstances would the girl be placed, while he was superintendent.

When Lingham's contract came up for renewal it was immediately voted down by the three new board members and the president, who cast the deciding vote. News of the ouster was received by the town at first with incredulity, and then they rose in their wrath against the Board. But it was short-lived. The city had grown too large. The newcomers weren't particularly interested in their schools. One superintendent was just like another to them. Just as long as their children were in off the streets they were satisfied.

It mattered little to most of them that Lingham's successor was a much inferior man. Orno Aping, the new man, was a fat, pompous little egotist, who was filled with importance at the new assignment. He was going to hold his post at any cost. This meant getting along with the president, which he did. Not much more intelligent than his superior, Aping fitted in well with the new scheme of things. His schools quickly went to pieces. He lost the support of his teachers. A few meetings with him and their morale was gone. The better ones left to take positions elsewhere. Those who for various reasons had to remain, settled themselves hopelessly into getting along as well as they could.

Shortly after the action of the Board, Lingham left for Europe. He spent a year on the Continent, and then returned to Strassburg. An elaborate dinner of welcome was planned for him. All of his old teachers came back to the town, the alumni of the schools and his host of friends in the town turned out to show their loyalty to him.

The dinner was planned to be a gala affair. But when Lingham walked in the tenor of the affair changed. The virility of the man was gone. He did not look well. Evidently he had worried about his dismissal and brooded over the affair. In a year he had become an old man. But as ever the personality of the man dominated the room. Sick or not he stood out in the assemblage, and as he rose to speak a sudden hush spread across the banquet hall. He stood for a minute or two just fumbling with a spoon, and then he started to speak:—

"When I left you I was most bitter," he said, and you could see the fury that must have been in his heart and feel the bitterness that wracked his soul, but this disappeared as his voice settled, and he went on—

"The hours I had given to your children, the labor I had expended in your civic work, the troubles and confidences of your town that I carried locked in my heart, I thought made me so integral a part of Strassburg that no human being could ever uproot me from it. I felt as permanent as your landscape, as necessary to you as your daily bread. And then it took but an atom of dust to send me scurrying on my way. I was dreadfully upset.

"The year that I have had for contemplation has eased my bitterness. I have realized that there is a price that we must pay as school men. I have paid it as thousands of school men have paid and will pay it. We feel that this world is intelligent enough to understand the work that we are doing and appreciative enough to respect it. But this is a fallacy. The world is no more intelligent today than it was a thousand years ago. The mass of people appreciate only that which is before them; the things they feel, the objects they see. Always it shall be that the intangibles are lost on them.

"But there is a satisfaction that comes to us in the midst of our grieving over this lack of appreciation. It is the realization that the good we do lives in the hearts of the children that go out of our schools. They may not know it but always it is there, and they in turn shall pass it on to their children. It will be a heritage that will bear our stamp as indelibly as any stone monument bears the name of the man who paid for it in dollars and cents.

"I am growing very tired. I was an old man, but didn't realize it until I made this trip. I have thought at times these last few months that I could not possibly live to come back here. but I did so want to visit once again with you people, who have stayed so loyal to me. I did so want to come back to my teachers to tell them of these thoughts that came to me this past year. I did so want to prepare them for the thoughtlessness that shall come to them in their teaching profession. I did so want to counsel them and try to spare them the sudden pain that came to me when I realized that my profession is a most demanding one. I did so . . . "

The people at the dinner table gasped, for Edward Lingham had slipped to the floor—dead!

"It's Fierce—Dis Yanitor Business"

By IRL H. DULEBOHN

"AY yust lak to see dem fallars be yanitor, by golly, yust vun veek. Ay bat you den, by yiminy, dey not say it so easy yob."

It was Ole. He was talking to himself. Ordinarily he was quiet and as self-effacing as anyone could wish. But this morning he was on the warpath about something and was banging things about at a great rate. It was Saturday. No one else was around, so I lighted my pipe and sauntered down. Fear for the safety of the furniture not unmixed with curiosity prompted my action.

"What's the matter, Ole?" I inquired.

"De tam loafers," he spluttered, as he looked up somewhat shamefacedly, "dey gets me mad sometimes. Ay yust lak to see dem be yanitor for a while, —see how dey lak it. Ay bat you dey don't think it so easy after dey try it vonce."

I sat down on a convenient soap barrel and prepared to listen. Ole continued.

"Ay come here five o'clock and make fire. Den ay dust all de rooms and clean de toilets. Den ay shovel de snow off de valk so de tichers don't get deir stocking vet when dey come. Den ay fix de fires again. Nine o'clock ay go home for breakfast. Ten o'clock ay go post office on my vay back to vork, and dat bunch dat hangs around Tony's say to me: 'Yee, you got easy yob.' Dey make me mad."

"De tam loafers! Ay put in four hours' hard vork before dey even gat up from bed. Den dey tal me Ay got easy yob! Ay tal you ay yust lak to see dem clean furnaces and haul out ashes and sveep floors and dust furniture and shovel coal all day from five o'clock morning to ten at night. Ay bat you dey get deir hands dirtier dan dey ever was before. Yes, sir, ay bat you dem fallars have appetite for supper dat day all right. And they don't say it so easy to be yanitor, ay bat you."

"Yes, you do have long hours, Ole," I agreed. He went on.

"And dat ain't all. De tam kits, dey makes me mad too. Dey vant everyting. Where's my fiddle? Where's my lunch pail? Where's my coat? Ole, did you find my red mitten? Ole, please to unlock my room. I left a book up there." Ay should den go up to the third floor and unlock a door so he can take a book home so his fadder can vork his aritmetics for him! Yee, wiss! Dey gets me mad, dem kits."

"And ven Christmas comes do dey gif me any Santa Clauses, dem kits? No, sir. Dey steals my hat and my pipe and my coat, and make a snow man on de lawn dat looks lak me and makes peoples to laugh. Yee, it's fierce, dis yanitor bissness."

"Ay tal you dey're regular devils, dem kits. Dey tear paper on de floor, and it von't sweep up. Den ven ay stoop over to pick it up dey bump me from behind and say ''Scuse me.' If ay vas ticher ay vould beat hal out of some of dem kits, ay tal you. Dey draws pictures of me on de valls for me to vash off. Dey shove apples down de drain so ay have to plug dem out. Dey comes in at recess time and tell me ticher vants more heat. After recess ticher sends me down a note and tells me: 'What you trying to do—burn us up?' Ay yust lak to get my hands on dem kits vonce."

"Yes, children are mischievous," I admit.

"Mischievous, you calls it." Ole snorts. "Say, you don't know nodding. You're de supertender. You don't know what dem kits do. Ay lak to see you vonce try to make dem kits behave. You couldn't make dem eider, ay bat you."

"Well, the teachers——" I began.

"Huh, de tichers!" Ole exploded. "De tichers is vorser dan de kits. Dey alvays vant something. One day it is 'Ole, move my desk over here.' Next day it is: 'Ole, move it back again.' 'Ole, do dis.' 'Ole, do dat.' Alvays something. Dey lets de kits throw paper on de floor. Dey lets dem spill ink. Dey lets dem vittle deir names in deir desks. Dey lets dem drag in mud, instead of making dem to vipe deir feets. Den ven de room gets to looking vorstest dey tal you about it, and you give me hal. Yee, dis yanitor bissness is terrible.

"And alvays about de heat. Dey comes in here, dem tichers, wearing short sleeves in de winter time, and stockings you could read newspaper through, and de room is too cold. Ay turn on more heat, and five minutes later it is too hot. Dat new ticher, now—yesterday she sends a boy down that ay should give her more heat. Den he tal me, 'Don't you do it, Ole, 'cause it's too darned hot now.' What should ay do in a case lak dat, eh? Once ay tal a ticher why don't she put on some more clothes, and she try to get me fired from de school board. Den ven ay gets dem tichers trained so maybe dey know a little something dey goes off and gets married to some fallar, and ay got to train a new vun all over

again. Yee, it's an awfully yob, dis yanitor yob."

"Oh, you've got a lot of work——" I begin sympathetically. Ole interrupts.

"Alvays something to do here dat you don't know how. Yee wiss! Ven ay vas a miner ay vas yust a miner, and all ay had to do vas mine iron ore. Here ay got to be every bloody thing. 'Ole, my trombone's bust. Please, vill you solder it up for me?' 'Ole, my fiddle's cracked. Could you maybe glue it togedder again, my fadder says?' 'Ole, my key von't fit my lock. Could you fix it, please?' Yee, wiss! I should be a horn fixer and a fiddle-maker and a locksmith. When de lectrish goes off I got to be a lectrishian. When de vater pipe busts I got to be plumber. Ven de flag rope breaks I should climb de pole and put new vun in. Den dey say ay got easy yob. Yee——"

"Well, the summer time isn't so bad," I begin. "Plenty of time to do your cleaning. Two weeks off——"

"Say," snorts Ole, "de summer's vorser dan de vinters is. Ay gets cricks in my back, and maybe falls off de ladder vashing ceilings. Ay breaks my back and vears out my knees scrubbing floors. Den ven ay gets a floor fresh varnished some ticher comes and asks: 'Please, can she get her fountain pen she left in her desk last May?' Ay got to vash valls and maybe paint part of dem again. Ay got to clean furnaces. Ay got to clean toilets, ay got to clean—everyting.

"Ay got to scrape de scratches out of de desks dat de kits scratched ven de ticher vasn't vatching. Ay got to fix de chairs and fix de desks and fix de shades and fix de shelves, and fix de locks and fix de showers. Ay lak to fix some of dem kits dat busted some of dem things. Dat's vat ay lak to fix. Den ven ay am resting ay can mow de lawn vonce a veek, and vater it every odder day and trim de shrubs and dig de dandelions.

"De vorst of it is—yust ven ay gets everyting done—yust ven ay gets de vindows all vashed and de furniture all polished and de floors all vaxed, and de curtains all hung, and de steps all painted—yust ven ay gets everyting spick and span by dat time it is September, and de kits comes in and dirties it up all over again.

"Yee, it is fierce, dis yanitor bissness."

More Heed to Mental Health

By L. J. HAUSER

Superintendent of Schools

Riverside, Illinois

IN the early days the teaching of the three "R's" was considered the only responsibility of the school. As time went on the curriculum was gradually expanded to meet the changing needs and demands of the times. It soon became clear that the physical health of the child should be an important concern of the school. Then somewhat later it became apparent that the child who was lacking in the ability to adjust himself socially was not efficiently educated. Many new activities and projects were introduced into the school in order to provide opportunities for the child's social development. In recent years, it is being definitely recognized that the child's emotional health is very essential to his happiness and success.

There are cases of maladjusted children to be found in every school. Some of them are recognized, but not understood; while others may not even be recognized. As Dr. Taft[1] so clearly points out: "Under the label of 'average' or 'normal,' we can find in our schools children who are unhappy, self-conscious, jealous, ill-tempered, solitary, given to day-dreaming, moody, domineering, antagonistic, cruel—children in every state of unfortunate adjustment, but still tolerable to the group." It is high time that we recognize the fact that the child who disturbs the teacher or the class is not the only "problem" case that challenges the school. The child who withdraws himself from the group and never disturbs anyone, may be a very badly maladjusted child who presents an even more serious problem for study and solution.

The tendency of teachers to overemphasize the more obvious behavior difficulties and to underestimate the importance of those that cause the teacher no difficulty is shown in a study made by Wickman.[2] He asked

1. Jessie Taft, The Relation of the School to the Mental Health of the Average Child, p. 2. New York City, The National Committee for Mental Hygiene, Inc., 1932.

2. E. K. Wickman, Children's Behavior and Teachers' Attitudes. New York, The Commonwealth Fund, Division of Publications, 1928.

511 classroom teachers and thirty mental hygienists to rate a list of fifty behavior problems as to their seriousness. In a study made in Berkeley, California,[3] this same list was submitted to a group of twenty-four educational psychologists and psychological specialists of state and national reputation. It is interesting to note that the correlation between the ratings of the psychologists and mental hygienists was +.72 +.05, while that between the ratings of the teachers and the mental hygienists was —.22. Such items as "writing notes and whispering," "eating candy, fruit, chewing gum," and "smoking" were rated rather high by the teaching group, but were considered of little importance by the mental hygienists. On the other hand, such items as "unhappiness," "avoidance of group activities" and "solitary work and play" were rated rather low by the teachers in comparison with the ratings of the mental hygienists.

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There is an urgent need for a much better understanding and appreciation of the mental health of the child. A great deal of valuable help may be received from the courses in mental hygiene and child psychology that are being offered in our colleges and universities. Much of value may be derived from a wide reading of the many reference books and magazine articles that have been published in this field. Then, too, much can be gained through the use of good sound common sense.

Nevertheless, there is a real need for the constructive assistance that an educational clinic, consisting of a psychiatrist, psychologist and pediatrician, can provide. Where such a clinic would be too expensive, several schools might well organize one on a co-operative basis.

Sending a child to such a clinic would of course not solve the problem. The clinic could, however, make a very thorough study of the child, point out the cause of his difficulty and suggest a plan for improvement. The teacher would still be the important factor. She is the one who has the best opportunity for influencing the child in the school. The program cannot be successful without her intelligent co-operation. In order to better fit her for this important problem of child adjustment, discussion meetings could be held by members of the clinical staff. Likewise, the understanding of the teacher would be greatly improved by her actual experience with clinical cases. Such a practical procedure should go far in raising the standard in wholesome teacher-pupil relationships.

Since the pre-school period of the child's life plays such an important part in determining his personality, it is essential that the parents as well as the teachers have a better understanding of the problem. Here again the members of the clinical staff can prove helpful. By means of group meetings a very worthwhile program of education can be carried on.

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Moreover, many parents will learn much from the individual conferences held with them concerning difficulties arising in connection with their own children. This experience may not only prove valuable in providing a better understanding of the child in point, but also in a better approach to the problem of training their children who are still of the pre-school age.

The emphasis of the school should be placed upon the prevention of maladjustment rather than the cure. The school can do much to provide for the child a better opportunity to develop a wholesome personality. The "emotional climate" of the classroom should be such that it will help the child grow in security, happiness and stability.

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The worry of children over marks and failure can be greatly reduced. The common practice of compelling children to work for competitive report card grades should be eliminated. Each child should be encouraged to do the best work he is capable of doing and be concerned about his own individual progress. His marks should take into consideration his ability to do school work. If he is doing all that can be reasonably expected of him, his work should be considered satisfactory. The recent tendency on the part of many schools to replace their old competitive report card with a card or letter, that measures the child's progress in terms of his ability, is a definite step in the right direction. By adapting the work of the school to the individual child, it is possible to provide much greater security and stability for him. In this way the child can progress at his own rate and enjoy the wholesome stimulation that comes from success.

The mental health of the teacher is a vital factor in determining the "emotional climate" of the classroom. This very essential point is too often overlooked. Just as there are maladjusted children to be found in the school, so are there maladjusted teachers to be found in the classroom. If it is important that the individual child develop sound mental health, how much more important it is for the teacher to develop emotional stability. This is another way in which the educational

3. Elsie H. Martens, Adjustment of Behavior Problems of School Children, pp. 36-37. Washington, Office of Education, 1932.

clinic can contribute to the successful teaching of the "whole" child.

The general tendency of schools to postpone the study of the maladjusted child until he becomes a serious "problem" is a very expensive and inefficient one. The earlier the maladjusted child can be detected and helped, the better are the chances for him to overcome his difficulties. Serious attention and study should be given to this problem from the time the child first enters school until he is graduated.

In connection with this study of the individual child certain school records should prove very helpful. An individual folder in which all the pertinent information relating to the child can be assembled provides a convenient method of preserving valuable material for future reference. However, it must be kept in mind that these records are merely a means to an end and not the end itself. The best organized records are of little value unless intelligent use is made of them.

Through the establishment of a well organized program, intelligently administered, the school can do much to prevent cases of maladjustment, as well as to improve the mental health of the children, by early detection, diagnosis and remedial treatment.

Let's *Integrate*—But What?

By JESSE G. FOX

Principal

Patrick Henry Junior High School

New York City

THOSE discussing the problem of articulation and integration go to great length to enumerate underlying principles relating to objectives, adequate facilities in building and in equipment, flexible courses, capable teachers, appropriate testing programs, records, guidance, and the like.

But what is to be articulated — institutions, materials, methods, etc., or the experiences of the child? What is to be integrated — the educational process or the personality of the child? One hears a great deal about child-centred institutions; yet the matter is apparently glossed over when integration is the topic under discusion.

Teacher Selection

Are teachers selected on the basis of ability in personality development; that is on what might be called inspirational ability? Emphatically no! The selection is chiefly on the basis of ability to answer myriads of fact questions; on the basis of the ability to pronounce words with Oxfordian finesse; on the basis of awe inspiring degrees possessed. Are leaders selected on the basis of proved ability and experience as developers of constructive citizenship personality, or on the basis of high sounding "orations" at conventions and conferences?

How much attention is given to teachers whose personality clashes with that of the individual student? Or to the teacher who arouses antagonistic emotions in the child? Or are the emotions of the child neglected altogether? You may say that child Guidance Clinics are established for correction of emotional and personality defects. Yes, for correction of defects, but that is only after unwholesome deviations have developed in the individual's effective make-up. The sowing of positive emotional tendencies through sound teacher personality is of greater value and is less wasteful than attempted correction of unsatisfactory emotional and personality tendencies.

What destruction has the school and society wrought by not definitely determining the type of teacher personality required for the best development of each individual student!

What has the school wrought in discouragement, in dissatisfaction with education by forcing the bitter pill of undesired subjects down the throats of students! Discouragement; hate against schooling and against the society responsible for it; and of course wrecked personalities. A student born into the world without choice is entitled to his measure of happy living; is entitled to an understanding and accurate appraisal of his idiosyncrasies; and is entitled to the provision of means for their fullest development for greatest cooperative contribution to society. What magic is possessed by algebra, by foreign language, by stenography, and similar subjects, that it or they must be included in a mandatory course of study?

Are subjejcts selected on the

basis of the dictates of society as promulgated by custom or by so-called leaders; or is the individual bent of the student and his capacity for accomplishment in the various fields given due consideration? In these days of measurements and testings can no objective guides be established for capacity of achievement by a student along the various lines of educational endeavor? The present course of study in most junior high schools, for example, is as overpowering to the junior high school student as the college curricula would be to the adult deprived of selection.

Overwhelming failure, that is by a large percentage of a large school population, is no indictment of methodology but of a formalistic attitude by superiors who have not adapted courses to success and the development of constructive attitudes.

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What failure has the school contributed by not determining the best sense or motor approach for each subject for each student? Should an entire group be subject to the contract method, the oral method, the textbook method, the visual method, or should each student have his most effective medium of learning discovered and predominantly used?

A Projected Solution—a real attack with integration as the goal.

(a)—Physical Efficiency

A thorough physical examination is necessary, not a haphazard or superficial one. The objective should be to remedy or at least mitigate, when possible, physical deviations. It is conceded that general illness, specific subnormalities in vision, hearing, muscular co-ordination, and so forth, have a direct bearing on educability and character re-actions. The amelioration of physical deviations cannot be accomplished by haphazard attacks, health examinations once a year, superficial handling by school nurses, or aided by agencies. The child's physical efficiency should be the object of continued concern to the parents, the school and other public agencies of society. P.E. should receive at least as much attention as the I. Q.

The value of the I. Q. as a guide to the mental status of a child and as an index of the general educability is not questioned. Yet the I. Q. cannot be considered an aid in determining susceptibility to education along special lines. A boy with an I. Q. of 67 was justifiably in an Adjustment Class; yet his co-ordination and refinements as to color sense made him an outstanding student in the Sign Painting Shop.

(b)—Capacity Tests

Is it not time now to ponder over the procedure for the construction of tests to determine capacity and educable possibilities along specific lines of educational endeavor? I am not thinking now of achievement but of capacity tests. It must be just as possible to discover the L. I. Q—language intelligence quotient, the A. I. Q.—the arithmetic intelligence quotient, the S. I. Q.—science intelligence quotient, or the M. C. C.—the muscular co-ordination capacity.

With the discovery of these specialized quotients or capacities, achievement tests have a real significance. They may indicate the rate of learning in the special fields, the possibility of enhancement of interest or the measure of future learning in the various fields. Through the aid of the capacity test supplemented by the achievement test it is possible to avoid the dissatisfaction and discouragement that come with attempted learning beyond the ability of the student and to avoid the delinquency that frequently ensues as a result of situations of forced learning.

Here at least is the germ of the possibilities of constructing a course of study to meet the individual—the only true basis for individual learning, and for integration.

(c)—Personality Tests.

But the type of test most frequently omitted in general examinations and tests of students is the personality test. Why are not the normal and bright children fully as entitled to an appraisal of personality as are the subnormal? There are many delinquents who are more than normally bright; their personalities were apparently neglected because of intellectual achievements; they suffered because of the emphasis upon false goals. Nothing is of more prime importance than a sound appraisal of personality, and guidance in relation thereto for normal constructive expression and maturation.

Very little is known as to the personality of the so-called normal student—normal in scholastic achievements. Is he possibly an introvert or an extrovert? What phobias dominate him? What are his reactions to normal interests—in personal appearance, to ambitions, to arts, to reading, to mechanical hobbies, to religion, to the gang influence, to hero-worship, to the desire for adventure, and so forth?

To what extent may he be unconsciously concealing a maladjustment to be the basis later of an unsocial career, a maladjustment due to parent domination, or to child domination? Some children have to be saved from their parents; some children have to be saved from themselves.

The physical tests in conjunction with the personality tests afford a means of discovering the predominant avenues of perception for each stu-

dent; and give an insight into the mode of approach in instruction adapted to each individual student, another fundamental principle in individuating education.

The personality tests will disclose the type of teacher personality best suited to the development of each individual student's affective career. Why should not a student whose affective make-up has been thoroughly explored and charted have the benefit of the teacher personality—if there is one—through the major part of his elementary and junior high school life? What astounding outcome has the application of the principle of extensive departmentalization.

(d)—Course

With the investigation of the personality and specific capacities of each student; with the construction of individual courses of study; with the use of the discovered potent avenues of approach; and with the use of a teacher appropriate to each personality over an entire schooling period if necessary, it is likely that the entire life of the individual will be integrated and properly shaped for his greatest constructive contribution to society resulting in a full and happy life.

A Principal's View of Music

By H. B. JOHNSON
Principal, Fairview School
Birmingham, Alabama

How can music be made to yield genuine enrichment of life to the boys and girls of America?

ONE of the most serious artistic difficulties here in America is the large amount of poor music that prevails. An incredible amount of this poor music is being played and sung all around us and the disturbing thing is that most people are apparently perfectly satisfied with it and crave nothing better. In spite of our many fine symphony orchestras, our great opera houses, our music foundations—yes, even in spite of music in the public schools—we still have not developed good taste on the part of the masses in either composition or performance. Great numbers of people hear bad music badly performed—and like it. They hear good music badly played or sung—and do not realize that anything is amiss. Sometimes they even hear good music well rendered—and call it dull.

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In the public schools one of our chief objectives should be the development of good taste in both composition and performance.

Can artistic taste be developed during grade school life? Emphatically yes! The children are plastic at this time and, being amenable to suggestion, they can be led almost anywhere. The native interest in music of the majority of children is so strong that if the teaching averages reasonably high in quality, we can count confidently upon a growing desire on the part of most children to participate in and listen to high grade music as a part of everyday life, the attitude being that beauty in the guise of music is as much a part of daily living as food and work and conversation. It is music and the other arts that make life interesting and bearable.

Since it is now universally agreed that everything in the world is irrevocably connected with everything else and that music is thus vitally and intimately a part of the rest of man's life, the teacher of music should try to understand how music is related to other parts of school life and should encourage his pupils to become familiar with these relationships. He should also make an attempt to interest teachers of other subjects in music, to such an extent that they will all desire to correlate their subjects with music, even as the teacher of music is trying to integrate his subject into the general educational scheme.

The wide-awake instructor will discover many items in music that are closely related to similar ones in painting and sculpture; in poetry, fiction, and mythology.

But there are other contacts also, and the astute instructor will ferret out and correlate music with facts of geography and history, of language study and literature, and of various occupations, such as farming, fishing, tailoring, storekeeping. He will help his pupils to see that art and nature are closely connected, and he will cooperate freely with the physical education department, realizing that here is a possible alliance that may bring large returns in the direction of rhythm training.

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The good instructor will be able to do two things: first, to

teach music; and second, to make both music and other subjects mean more because of a clearer understanding of their relations to one another.

In no department of education is the presence of individual differences more manifest than in music. Here are groups of children variously gifted and variously interested.

The principal should be a constant source of help to the music teacher, lending an attentive and interested ear to any reasonable request or plan. He will see that the pupils are given every opportunity to display whatever talents they may possess through daily programs, special programs, and public entertainments.

The principal should not only co-operate with the music department himself, but should also encourage his teachers to do so in the matter of lessons and special rehearsals. He should appreciate the value of and lend every encouragement to ensemble work. Children like to work together almost as well as they like to play together. As a matter of fact, if they can do things together it is often hard to tell the difference between work and play. This kind of practice is most stimulating to the children, and brings a pleasure that is not possible when practicing alone all the time.

The principal should be fully aware of what it means to his school to have an orchestra and a band. Last year at Fairview we bought two clarinets, two violas, a 'cello, and a violin with money raised at pay entertainments after school, the admission charge usually being five cents. The programs were made up of numbers from various auditorium programs requiring no extra rehearsals, special numbers being prepared by eighth grade pupils who were delighted with the opportunity to serve. This year our P. T. A. promises to buy instruments for the school.

The principal should interest his patrons in the music department by inviting them throughout the year to free programs especially arranged for their benefits in which as many pupils as possible take part. He should ask the patrons themselves to put on musical programs two or three times a year, one during National Music Week.

If the teacher and supervisor of music, the building principal, the school superintendent, and the parents are sincerely interested in enriching human life by making music more easily available to all, and if they will coordinate their efforts in the direction of achieving the ends here set forth, there will be no question about the influence of music in the life of the individual, nor about the musical future of America.

New Dynamic for the Dullard

By WILLIAM A. McKEEVER
Oklahoma City, Oklahoma

The author offers a psychological device which he has found effective.

DURING recent years it has come to me with increasing significance that we need a radical change in our general method of teaching the young, a method that will present the lesson in terms of the "I" instead of in terms of the "You" — "The Ego Psychology," I have been calling it. About eight years ago I brought out a small volume for my private practice as a psychologic adjustant, called "Leaves of Healing," and therein featured the idea presented here, and with results far more satisfactory than I even hoped to attain.

It is my contention that before a lesson is really learned it must be translated from the "you" phraseology to the "I" phraseology. But, in the majority of instances, this is not actually done, and the instruction is nil. The child learner, especially, should have this rephrasing done for him. Once that is done and he adopts the newly worded form, repeating it a few times, the lesson becomes a part of his own consciousness, his very self. For illustration:—

A typical case of dispersed attention was brought to me recently, the case of a twelve-year-old boy, failing in fourth grade work. He was accepted as a "natural dullard" by his parents and teachers. On examination, I soon discovered that the mind of this child was never on the lesson being presented, but always moving about alertly among the things of the environment. In three weeks time this life-long habit was broken and the child was able to fixate on the lesson. How was this done?

"I listen keenly when the teacher is explaining the lesson. I look carefully while she is placing the lesson on the blackboard. I hear what the other children say when they recite. I am learning to keep my mind on the instruction, getting

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every point." These lines tell practically the whole story. Rehearsals and repetitions, with demonstrations of how he would look and listen, with the imagined lesson situation present, finished the job. After five periods of instruction with this boy, he is showing marked improvement, and he will gain on his mates with increasing rapidity from now on. Such a "dull" boy can in time acquire his Ph.D. in college, I feel assured.

Overcoming Learning Resistance

One of the greatest difficulties is the unintended, unconscious lesson-resistance of the pupil. New subject matter does not at first make a direct appeal to the child, as a rule. So, to relieve the boredom of it, he sends his mind wandering to more congenial fields. If the teacher chides him for the fault, attempting to force attention, then, he is inclined, at least secretly, to resist the attempt and thus to get out of the mental area of concentration. Now the "Ego method" applied carefully here, will focus the scattered attention. "I am watching that written statement. I am listening to the explanation. I am getting the full meaning of the lesson," the young "Ego Psychologist" responds with a voluntary secrecy.

Not merely power and habit of attention, but a distinctive type of thought and behavior are involved here—the habit of seeing, feeling, thinking each lesson with the "I" as the centre of behavior and achievement. Not only may new subject matter be learned more easily, more directly, and so made up into a readiness to act; but old subject matter of a worthless or disturbing character—what we have called "bad habits"—may be eradicated from the mind and behavior by the ego method in form of a denial. "I am giving up that habit of cheating, of trying to get something for nothing, for it is ugly and even criminal in its tendency. I am resolved to earn everything I get from now on." So the child is enticed, but not driven, to make his own sub-conscious records, to place phrases in his inner mind which will come forth voluntarily at the right time and speak to him again in a way that begets decision and action.

A Regrettable Situation

Scores of times, in the course of my dealing intimately with the "hopeless" case of some youth brought in by his parents, this situation has presented itself—a youth, not striving to live an exemplary life for himself, but straining his wits to

avoid living as his parents are attempting to force him to do—and failing utterly. That is, he is successfully side-stepping the "you" psychology with a self-arranged program of wild behavior not prescribed by the home or the school. All the splendid driving power within is wasting its energy resisting something not wanted and made repulsive by too much outside pressure.

What I usually do in such cases is, first, to sever all parental authority for the time being, and to have the youth's management entirely turned over to himself, with a challenge that he now show us what he can do with it. The change of viewpoint and behavior is often startling. Quickly the "I" psychology turns to a constructive program of self-development, with an ideal far better suited to his life than his parents were offering. It is as if a voice out of the ancient past had spoken to the heart of youth saying: "The Spirit of the Lord will come upon thee and thou shalt be turned into another man."

To translate the "you" into the "I," to render the lesson finally in terms of an ideal deserved and desired and recorded within, secretly phrased, in form of the "I" psychology—such is the central feature of the method here proposed as a standard in all grades of the school.

The Self-Motivated Life

For more than a generation I have watched the unconscious struggle between parent and child, teacher and pupil, while it grew into a fixed habit of resistance to practically everything taught the young "trouble maker" and "dullard." A certain percentage of these "resisters" succeed finally in breaking away from all parent-teacher authority while they go ahead living their own lives somewhat independently of all the traditional schooling formalities. And, many of these more determined ones have succeeded in making splendid careers of their own—their elders at last disillusioned and proud of their successful sons.

But, meanwhile, what a tragedy is going on everywhere in the school—the over-emphasized "you must," "you" psychology, wearing away the energy of both teacher and pupil, setting up negative, destructive life habits, retarding too long the day when the individual discovers that he must take over the job of managing his own life and promoting his own career.

Threats, demerits, daily attempts to enforce learning and behavior, rather than to make it interesting, enticing, appealing from the standpoint of the "I," thought, felt and acted in the form of emotionalized "I" psychology—here we have the conspicuous dividing line between the traditional method and the proposed new procedure.

"Love lost, all is lost." Unless the learner is fond of his teacher, is enticed by the subject matter of the lesson, sees, feels, secretly rehearses its meaning from the point of view of the "I," the effort is all but wasted. Instead of learning the topic being presented, the pupil is learning much about life in the surrounding areas of thought and experience.

I should like to know how some superintendents react to this idea.

Education Helps Business

By I. D. WEEKS

President, University of South Dakota

EDUCATION is being considered in this article from a broader angle than merely the development of literacy. Rather, it is the term applied to those organized experiences that enable the individual to meet life's problems in such a manner that he and the group may be lifted to higher levels of living.

The people of America believe in education. They have come to accept it as a part of their social heritage. There is a belief on the part of the average American that education is the answer to man's difficulties; that it holds the key to success and happiness. While the average citizen has an infinite faith in education, he finds it difficult to give any objective and tangible evidence as to the achievements of education. It is, therefore, the intent of the writer to point out some of the contributions that education has made to business. These are:—

1. Education through the schools is an enterprise of great importance.
2. Education has increased the demands and wants of man.
3. Education has discovered

new truths, explored unknown fields, and organized human facts so that agriculture, business, and industry have benefited.

4. Education has developed a higher type of citizen.

The first contribution of education to business is to be found in the large sums represented in capital outlay and in maintaining and operating the public schools of this country. In 1934, approximately $97,600,000 was expended for capital outlay. This figure was much smaller than in previous years. From 1927 to 1930, nearly $400,000,000 was expended annually for this purpose; $1,753,300,000 was spent in 1934 for maintenance of schools.

Nearly one million teachers are employed to teach 26,000,000 children. There may be added to these a large number of men and women who are engaged in providing school furniture, books, and supplies. A significant number are employed as engineers, janitors, and electricians. The school system represents the largest single industry in a great many American communities. In terms of hard, cold cash, education is contributing directly to the business interests of the communities.

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The second contribution lies in the fact that education has increased, enriched, and multiplied man's desires. Edward Filene, Boston merchant, says: "The educated man is a good market." In general, it may be said that education raises the standard of living. The more education a man receives, all other things being equal, the better home, larger variety of food, more luxuries, greater opportunities for reaction are required. Primitive man was content to live in a dugout, but the educated man must have an apartment or a bungalow. Our savage cousins were content to

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pick berries from the hillsides and dig roots from the ground, but not so with man today. Education has played a part in making man dissatisfied with himself and his simple wants. Increased desires mean increased demands. Increased demands mean increased supplies. In other words, business increases as a result of education.

Education has been responsible for the expansion of industrial enterprises in many ways. The universities of this country are constantly pushing outward the frontiers of knowledge. New inventions have been created through the application of the knowledge of science and mathematics. The discoveries in agricultural chemistry represent a practical application of education in adding to the sum total of human knowledge. New industries have been developed, ways and means of improving old ones have been made possible by educating man's intelligence. The research laboratories of the colleges, universities, and of private industry are striving to discover new truths. They are making use of man's racial heritage; facts, principles, and information.

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Business has profited from education, not only because of the three reasons already given, but because the schools have developed a better individual. Education has been a potent factor in raising the general level of client, customer, employee, employer, and patient. In other words, education makes for better citizenship. It was for this reason that schools were established. The educated man is a better citizen because he is better informed. The schools have practically eliminated illiteracy in many areas of the United States. Not only are people more literate but they are better informed on issues of the day than in any previous generation. Education has raised the general health level of the people of this nation. A child born in Geneva, Switzerland, in the 16th century had a life expectancy of twenty-one years. A child born in the 20th century has a life expectancy of fifty-eight years. This increase in the average length of human life has been brought about by the discovery and application of scientific information. This information has aided in bringing about needed legislation. It has been disseminated and interpreted through the schools so that health habits have been established.

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Education has raised the general cultural tone of the people. The vast increase in the circulation of library books is an indication of this cultural advance. Municipal bands, concerts, and choruses are further proof of the fact that education has created desires other than those which pertain to the securing of food, clothing, and shelter.

People who are better informed about the problems of the day and who have an intellectual curiosity about worthwhile things are, all other things being equal, better citizens. The business man who has read history and studied economics is a better business man. Business has gained because of education. The schools of this country represent a great industry measured in dollars and cents. Education has increased man's desires and in order to satisfy them business is developed. New truths have been discovered as a result of education. Finally, the American citizen is a better individual because of his educational experiences.

All in the Day's Work

By EVERETT V. PERKINS

Principal, Cony High School

Augusta, Maine

Snapping Out of It

This morning I made a definite resolve to try to spend the day pleasantly and improve my spirits.

My spirits surely needed improving. For several days I have been dealing with problem cases. I have been giving nearly all my attention to pupils who either are behind in their work, or careless in their attendance, or destitute in their circumstances, or impaired in their health, or antagonistic in their attitude. The effect of dealing constantly with so much trouble was to make me pessimistic.

Today I just had to do something to cheer myself up. . . . I let all troublesome matters rest. I visited our best classes, talked with our most satisfactory students, watched the baseball practice, looked over some attractive textbooks that had been sent for examination, and held a conference with some of the teachers about next year's work. Late this afternoon I dropped in on several friends over on the street. Now I am ready for anything tomorrow.

One of the first duties of a principal is to keep his attitude buoyant. He must not spend all his time on matters that tend to make him depressed.

The News Digest
OF EDUCATION

Legion's Stand
Compulsory Oaths Opposed for Connecticut

HARTFORD, Conn.—The drive toward a compulsory oath of loyalty for Connecticut teachers which began two years ago has received a check at the hands of the state's largest war veteran group, the American Legion. In state convention, the Legion has taken the stand that nothing is to be gained by attempting to "compel" patriotism. The resolution it adopted on the subject of loyalty in the schools declined to recommend a compulsory oath and expressed the hope that the Legion never would endorse the move. The Connecticut General Assembly, when this question last came before it in 1935, turned down the proposed loyalty oath with little ceremony. The Legion then was on the side lines, neither for it nor against. A similar bill is anticipated in the 1937 session, with the Legion now committed against the compulsory oath idea.

Oppose Oath
Maine Women Voters Announce Decision

PORTLAND, Me. — The teachers' oath law may have been adopted in twenty-three states but so far as the Maine League of Women Voters is concerned it shouldn't be adopted in Maine. In convention recently this organization went on record as opposing the oath, seeing in it possibility of hampered academic freedom. Patriotic organizations have been talking teachers' oath in Maine since recent discussions in other states lent impetus to the matter.

School Costs
Massachusetts Shown As Above the Average

WASHINGTON. — J. W. Studebaker, Federal Commissioner of Education, has reported that Boston's per capita expenditure for its school children in 1934-35 was $118—eighth highest of some seventy selected cities of 100,000 or more population, and $17.83 higher than the average for that group. Somerville's cost a pupil was $95.59 as compared with the average population group of $107.17. New Bedford's cost a pupil was $77.57, an increase of 5.8 per cent, while Fall River's per capita cost of $73.58 was two-tenths per cent above its per capita cost the previous year. In the population group of 30,000 to 100,000, Holyoke ranked thirteenth among the selected cities with a per capita cost of $100.60, as compared with the average for the group of $81.02. Waltham, the other Massachusetts city chosen in this group, had a pupil cost of $87.12, a decrease of five-tenths per cent from its 1933-34 cost.

D. A. R. to Urge Strict Enforcing of Teacher Loyalty Oath Laws

WASHINGTON. — A campaign by the Daughters of the American Revolution for strict enforcement of teachers' oath laws, starting with the fall school term, has been announced by Mrs. William A. Becker, president-general.

In urging enforcement of laws now on the statute books of a score of states, the organization has frequently crossed swords with the National Education Association, which has held that the oaths were not in keeping with academic freedom and unfairly implied disloyalty in the school-teaching profession.

In States requiring the oath, Mrs. Becker said, the D. A. R. will be "checking closely" on enforcement; in the others they will be urging enactment of the law.

"We are not trying to raise any 'Red scare,' but do maintain our position is sound," she said. "Our one purpose in insisting on this pledge is to weed out, as far as possible, the un-American teacher engaged in planting subversive doctrines in the minds of future citizens."

She added that she issued her statement "to correct reports that the D. A. R. was attempting to create the alarming impression that America's public schools are packed with communistic teachers."

Tax Unchanged
St. Louis Keeps Levy at 85 Cents

ST. LOUIS, Mo. — The general school tax rate will remain at 85 cents per $100 valuation this year, but the tax for sinking fund purposes will be reduced from 3 to 2 cents per $100. Thus a taxpayer with property assessed at $10,000 will continue to pay $85 per year for general school purposes, but will pay $2 instead of $3 toward retirement of the school's bonded obligations. By a vote of 8 to 4, the Board of Education accepted the majority report of its finance committee for retention of the general tax rate and the one-cent reduction of the sinking fund rate.

Fourth for Schools
Chicago School Cost Shown As 25 P. C. of Land Tax

CHICAGO.—Chicagoans, looking at the itemized account of expenditure of the 1935 real estate tax dollars by the county treasurer, find that the biggest item on the list is schools. Twenty-five cents out of every dollar goes to pay teachers, and additional cents and fractions of a cent are spent for school buildings, school debt, pensions, and the like. Upon comparison of Chicago's school costs with those of other cities, citizens find they are not spending as much as they might for education. A recent study of school costs of seventy-three large cities made by the Federal Office of Education showed that Chicago spends $6.90 less per child than the average for these cities.

Not Chastised
"Spare the Rod" Teacher Promised Better Position

WILKES-BARRE, Pa.—The teacher who spared the rod, to the ire of his pupils' parents, was given the full approval of his school board as "this just man," and promised a better position. Anthony Munley, sixty-year-old teacher at the little, one-room school in Langan's Settlement, had been the centre of an argument that threatened to disrupt a small community. At a stormy meeting of the settlement recently the parents of eleven of his sixteen students asked his removal because he didn't whip their children or make them do home work. "We find no fault with this just man," John B. Concoran, chairman of the Pittstown Township school board, announced. "Mr. Munley acted conscientiously as a school teacher and in strict compliance with his duties as a teacher." School Director James Murphy said the board had better things in store for the veteran teacher.

Have to Roam

Friends Must Travel Under Teacher's Will

NEW YORK.—A New York City schoolteacher who, after retiring, traveled widely abroad, made arrangements in her will for friends to travel too. Under the will of the teacher, May Matteson, leaving an estate of more than $20,000, the sum of $3,000 was bequeathed in trust to Harry S. Foland, of Plainfield, N. J., the money "to be paid only after he makes two trips to Europe." Edith L. Lukins, of Heuvelton, N. Y., was left $1,500 "in trust for a trip to Europe."

Pupils' Pet

Gray Squirrel Likes His School

HAVERHILL, Mass. — The janitor and students of the trade school, located in the Whittier building, have adopted a baby gray squirrel. The squirrel has been given the freedom of the building and although it has had plenty of opportunity to escape to its natural habitat has declined to do so. Peanuts, almonds, rye bread, and other dainty morsels, provided not only by the students but employees of the school superintendent's office, have been too much of an inducement.

Aid Wild Life

Rural School Pupils Practice Conservation

ALBANY, N. Y.—Pupils in more than 850 rural schools have enrolled in a campaign to conserve wild life as the result of appeals from the State's 150 game protectors, the Conservation Department said recently. Each of the protectors showed the children how to build bird houses, furnishing blue prints in several cases, the department said. Feeding of birds and animals in Winter and protection of nesting birds are stressed in the juvenile conservation program, inaugurated in 1935.

Educator's Aim

Asks Better Schools In English Lowly Areas

LONDON. — Children of the distressed areas have a new champion; he wants them to have more opportunities, with better technical education and better physical training. He is Mr. Dan Edwards, president of the National Union of Teachers, who made a plea for the thousands of children growing up in the "lurking shadows" of communities, left "stagnant and derelict" through prolonged unemployment, in his presidential address to a recent meeting of the Union at Southport. "I desire, through this conference, to awaken the wider national conscience to the problem of child welfare in the distressed areas of the country," he said. "For many years past whole districts have been scheduled as 'distressed areas.' Have you realized the real connotation of the term? If you have, you will join me in an appeal to the State for the full discharge of its obligations to the thousands of helpless and inarticulate sufferers, the children in the schools."

Education's Aid

Is Asked For Government

EUGENE, Ore.—Education can and must come to the aid of government in the United States in two ways, by training people to understand current problems and by training youth for the profession of government, it was declared here by Dr. Frederick M. Hunter, chancellor of higher education for Oregon, at the annual meeting of the League of Oregon Cities. Dr. Hunter in no way even hinted that a "ruling class" should be created, but pointed out that young people, devoted first of all to human welfare, could prepare themselves for public service by becoming experts in engineering, in finance and in administration. Education of the public to a proper realization of the problems and needs of government was regarded as equally important.

Textbook Rental

Annual Rate Set In South Carolina

COLUMBIA, S. C.—Annual rental charges on school books under the new textbook law were set at one-third the contract retail price by the State School Book Commission at a recent meeting. Rules and regulations for administering the measure were adopted. Charles M. Lockwood, chairman of the commission, issued the following statement: "The State School Book Commission has set the annual rent at one-third of the contract retail price of each textbook. It has reduced every expense to the lowest possible minimum in order to furnish books at this price to the children of the State. The commission solicits the hearty co-operation of the school people, the county boards of education, and the legislative delegations in establishing the rental system."

Rumor Scotched

Teacher Denies Landon Flunked

OAK BLUFFS, Mass.—Dr. William L. Burdick, who instructed Governor Alfred M. Landon when he studied at the University of Kansas twenty-eight years ago, says: "All this talk about Landon being flunked by me is bunk. Referring to his records, I find that Landon's marks were outstanding. He never flunked anything as far as I know. He was not a bookworm, just a hard working, sincere and popular young man, a natural leader in everything he undertook."

Extensive Project

Federal Funds For N. H. Buildings

CONCORD, N. H.—The most extensive building and renovation program for schools in New Hampshire in the past ten years is under way as a result of financial aid from the federal government, Commissioner of Education James N. Pringle announced. He estimated the costs at $1,542,017, of which the PWA has contributed nearly $800,000 in loans and grants.

High School Assemblies Remade By Corralling Notable Speakers

PHILADELPHIA. — The school assembly, long infamous as a place for hearing orders handed down from high Olympus or for the long, monotonous and boring classic "pieces" spoken by scared seniors to their callous classmates, has become, at Northeast High School here, a forum for a new and vitalized course in current world affairs.

Leading figures are called in to share their own experiences with the nearly 5,000 boys of the school. Lucrezia Bori, Sigrid Onegin, Lawrence Tibbett, Nelson Eddy, John Charles Thomas, Dusolina Giannini, Giovanni Martinelli, Sascha Jacobinoff, Marian Anderson, and hosts of other musical geniuses come to donate their services.

Albert Einstein, William Lyon Phelps, Count von Luckner, Captain Eddie Rickenbacker, Ambassador Hiroshi Saito, Sir Wilmott Lewis, Otis Skinner, Peter Freuchen, Edward T. Stotesbury, a partner in the House of Morgan, and many congressmen come to the school assemblies, as do mayors, governors, editors, and publicists.

With luminaries such as these, the boys at Northeast High seldom cut their classes. The boy who stays away from school discovers in the Philadelphia evening papers that he has missed a treat.

Compulsory Schooling
Universal Education Demanded by Quezon

MANILA. — President Manuel Quezon has announced a most important change in Philippine educational policy since American occupation. He said he recommends passage of a universal compulsory education law requiring those now in elementary schools to complete their courses, and after a three-year interim would provide for general compulsory education patterned on the United States plan. Mr. Quezon declared that at present a large percentage of the money expended on education, which takes one-fourth of the insular appropriations, is wasted because students leave school after one or two years. The present attendance, which is entirely voluntary, averages well over 1,000,000 annually, which is considered a high figure.

Radical Plan
High School Without Foreign Languages

LOUISVILLE, Ky.—In a poverty-stricken mountain county where ninety per cent of the country children have hookworm and whole families live in windowless shacks, should the ideal high school program centre mainly in Latin and algebra? Experimenters in Breathitt County, Ky., during the past year decided that it should not. Fortified by the blessing of the University of Kentucky and by elaborate surveys of county conditions, in a single ruthless gesture they plucked from the high school curriculum all foreign languages, all mathematics beyond elementary algebra, and all old-type courses in history. In their place were put courses in hygiene and physical education related to local health needs; intensive practice in English, in agriculture and in home economics, and a social studies course centred largely about regional economic conditions. Specially prepared radio broadcasts, government reports and newspapers are utilized.

Needs More Money
School Ship Plan Hits Finance Rock

PROVIDENCE, R. I. — Financial troubles have forced Rhode Island's plan for a State Nautical School high and dry on the rocks. The Legislature at its last session approved a measure which has popped up year after year calling for the creation of a school to teach navigation. The measure empowers the State Director of Education to purchase a vessel, arrange suitable cruises and otherwise get the school under way. James F. Rockett, the state director, finds himself unable to up anchor, however, because the Legislature provided only $10,000 in a special appropriation. Before he can hoist the sails on this new venture, he explains he will require at least another $70,000. Meanwhile the program is hanging in air and the $10,000 hasn't been touched. Sponsors hope the Legislature may do something about the project at its next session.

Library Helps Parents Instill Love of Books in Young Tots

YOUNGSTOWN, O.—A new and unusual service is being rendered the public here by its ever-ready and ever-willing servant, the public library. A new phase of adult education has been established for the express purpose of teaching mothers and fathers and older brothers and sisters how easily they can give the little tots a character-building background upon which their future lives can be based.

The purpose is to help parents to instill the love of books and reading in their children from babyhood.

Individual and special attention is given the parent as to the proper method of procedure and the necessary materials to be used, step by step, from babyhood to school age. Recommended books and material for this purpose—all most carefully selected—may be borrowed for home use.

Here also can be obtained the best books, magazines, and other standard material on all phases of child training. An individual record of all material circulated to each parent is carefully kept, so that it can be determined at a glance just what each parent has used.

Invariably parents derive a great deal of pleasure just in reading the beautifully illustrated books and slipping back through the years to pleasant memories of their own fathers and mothers and the wonderful times enjoyed around the family fireside.

Teach Safety
San Diego Schools Have Full Program

SAN DIEGO, Calif. — "Machines have no sense of humor. Don't fool with them." "This machine can't think. If you don't—let it alone." "All this year without an accident." These are a few of the slogans used in the safety education program of the San Diego city schools. The general plan worked out by school authorities calls for inclusion in school bulletins and announcement sheets of regulations regarding playground equipment, playing of dangerous games, conduct in halls and stairways, use of tunnels in crossing streets, fire drills, throwing rocks and general behavior for safety. The program is wide in scope to meet needs of every boy and girl, of every home and of every school.

Two Changes
Needham Replaces School Executives

NEEDHAM, Mass.—Dr. Hazel B. Mileham, professor of elementary education at the State Normal School at Willimantic, Conn., has been elected principal of the Stephen Palmer School and Harold A. Rice, principal of the Junior High School at Palisades Park, N. J., principal of the Needham Junior High School, by the Needham school committee. Dr. Mileham succeeds Miss Florence E. Eaton, who has retired after forty-eight years as teacher and principal of the Stephen Palmer School. Mr. Rice succeeds Robert J. Newbury, who resigned to accept a similar post at Norwood.

"Mud Road Methods"
Educator Says Movies Should Be Used More

COLUMBUS, O. — American educators are guilty of wasting a quarter of a billion dollars a year by their refusal to make proper use of motion pictures in the classroom, Ben H. Darrow, of the Ohio State Department of Education, said recently. "Who would ship freight across country by horse and wagon?" he asked. "That's just what we do when we put information into children's minds through books alone when the movie would be a better job in less time. Children are spending sixty minutes a day on geography that could be better taught in half the time with adequate visual aids. The learning of social sciences, history, physics, and chemistry could also be expedited by the right teaching films. The school jogs along by wagon when airplanes and automobiles are being used by commerce and industry."

For Plant Study
Montreal Providing Pupils With Native Vegetation

MONTREAL. — A botanical classroom to provide for more than 250,000 school children opportunities to study rare vegetation of Quebec province is being developed here. Emphasis will be placed on the many species of food plants included in the flora native to Quebec. Already 100 varieties and specimens have been planted. The project will be a part of the city's botanical garden of 600 acres.

Millions Given to Education Began With Eastman's $10,000

ROCHESTER, N. Y.—George Eastman, the camera magnate, who gave more than $100,000,000 to colleges and universities, began his munificent gifts with the statement he was not interested in higher education, an article published in the Alumni Review of the University of Rochester reveals.

During the years in which he gave away a fortune, the article reveals, the famous industrialist forsook his early indifference and in 1924 acknowledged that "the progress of the world depends almost entirely on education."

The industrialist's great benefactions, shared by the University of Rochester, Massachusetts Institute of Technology, and Hampton and Tuskegee Institutes, began in 1902 with a modest $10,000 gift to the University of Rochester, which in total received more than half the $100,000,000 he gave away.

Mr. Eastman's largest single benefaction was distribution of $30,000,000 worth of property among Rochester, M. I. T., Tuskegee and Hampton, so arranged that the four institutions were to give him an income of $1,000,000 annually for fifteen years. Of this, Rochester received 58 per cent, in addition to the entire residuary estate totaling above $20,000,000, after Mr. Eastman's passing on in 1932.

Little Progress

Educator Would Change Teacher Training Methods

BOSTON. — Education, except in some of the more progressive school systems, is failing to solve the problems of civilization, which should be the most vital phase of education, Dr. Harry A. Brown, superintendent of the Needham schools, declared recently in a panel discussion at the Boston University School of Education. Dr. Brown made a plea for a change in the methods of training teachers, condemning the present four-year program of the state teachers' colleges as "merely an extension of the two-year course of the former normal schools." "Teachers colleges and normal schools," he continued, "have moulded teachers in the same thought patterns to the detriment of necessary progress in the educational field."

Movement Growing

Neighborhood Forum Aids Adult Education

WASHINGTON. — Neighborhood forums are being encouraged as a method of adult civic education in a project sponsored by the Federal Office of Education. Ten localities in as many States, having a total population of nearly 2,000,000 in both rural and urban areas, have been selected as forum demonstration centres and already three are active in this work. Policies and plans for operation of the centres are determined by local school boards with the advice of citizens' advisory committees. There will be about forty-two public forum leaders in the ten places. The activity will give employment to 350 to 400 persons registered with WPA as skilled, professional, and technical workers.

Adopts New Name

Drexel Institute Changes Designation

PHILADELPHIA. — A new name has been formally adopted by the Drexel Institute of Art, Science and Industry—the only Philadelphia college which has adopted the co-operative plan of technical education. It is now to be known officially as Drexel Institute of Technology. The change was announced by the trustees as soon as it had been approved by the Philadelphia courts and the Pennsylvania State Board of Education.

Seek Investigation

Would Improve School System in Saskatchewan

REGINA, Sask.—A royal commission to investigate methods of reorganizing Saskatchewan's educational system was being sought from the provincial Government by the Saskatchewan Teachers' Federation. A salary of less than $500 is being obtained by 4,600 teachers in the Province, and the majority of these are receiving less than $300 a year, according to L. K. Titus, federation president. Educational facilities and technique had deteriorated in the rural schools, school buildings were in disrepair, equipment was lacking, and classrooms were crowded, J. H. Stury, federation vice-president, told the Government. The Government, which under the B. N. A. Act is responsible for education, promised consideration of the request.

Historical Note

No Harvard Examinations For Nearly Two Centuries

CAMBRIDGE, Mass. — From 1636 to 1831, 5,000 graduates from Harvard University were awarded their degrees without ever having been marked for examination or recitations, it was revealed when the first accurate course record book used at the University was placed on display at Widener Library as a tercentenary exhibit. The book is in the handwriting of Josiah Quincy, then president of Harvard, and contains the full academic record, week by week, of every student in college. It is dated 1831. Until Quincy took office degrees were awarded on the basis of the faculty's general opinion of the student.

School Aid

Federal Assistance For New York State

ALBANY, N. Y.—Between 9,000 and 10,000 high school students and more than 4,500 college students in New York State will receive Federal aid for continuing their education during 1936-37, Karl D. Hesley, State director of the National Youth Administration, has announced.

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Stress Heroism

Reich History Extols "Exploitation of Power"

NEW YORK.—History has been rewritten by the present German regime according to the requirements of National Socialism, and heroism has been made the basis of Nazi education. This is outlined by Professor Ernst Krieck in the Science of Education magazine. According to this publication, history is nothing but the struggle of a nation for its greatest aims: maintenance of existence and exploitation of power. Two school teachers, Fischer and Werner, have worked out an educational scheme for public schools in which, among subjects for treatises, the following are recommended: "Fighters in the Baltics, on Rhur and Rhine," "The German Nation's Fight Against the Chains of the Versailles Treaty," and in commemoration of Allied occupation of the Rhineland, "The Black Shame."

McGuffey Centenary

Textbook Author Honored at Celebration

OXFORD, O.—One hundred years ago, William Holmes McGuffey, professor of Mental Philosophy and Philology at Ohio's Miami University, published the first of his "Eclectic Readers" for elementary school children. Recently educators, statesmen, industrialists, and McGuffey readers gathered on Miami's campus to pay honor to the author of the celebrated textbooks. For twenty years after their first publication the McGuffey "Readers" were expanded and reprinted, edition following edition, until 122,000,000 copies had been sold. Only the Bible, among English works, has approached this record. The centenary celebration was sponsored by the Federated McGuffey Clubs, which plans to make the town of Oxford, where Miami University is located, a "shrine" to Professor McGuffey.

Dental Survey

99 P. C. of Pupils Require Treatment

CHICAGO.—Between 87 and 99 per cent of all elementary school children in the United States have decayed teeth and are in need of treatment, the American Dental Association announced recently after a survey of 1,520,201 children in twenty-six states. The survey, based on questionnaires returned by more than 8,000 dentists, showed the average number of dental defects varied from 1.5 to 7.4 and that Negro children had on an average fewer decayed teeth a child than white children. The examinations were made under the direction of the United States Public Health Service and a committee of twenty-nine dentists, representing the dental association.

Writes Candidates

Teacher Federation Asks School Assistance

NEW YORK.—The Columbia Chapter of the American Federation of Teachers, through Miss Roma Gans, its chairman, made public recently letters sent to President Roosevelt and to Governor Landon, calling upon them to support the Fletcher-Harrison bill introduced in the last Congress. The bill calls for Federal aid for schools to the extent of $300,000,000.

Revamps Council

Gov. Earle Moves To Control State Board

HARRISBURG, Pa. — Governor Earle has moved to reorganize the State Council of Education so as to bring the nine-member body under his control. Letters have been sent to four members asking their resignation. These are Dr. Leroy A. King, University of Pennsylvania; Dr. Weir C. Ketler, president of Grove City College; Mrs. Alice P. Kiernan, of Overbrook, and F. A. Loveland, of Corry. Another educator whose resignation is understood to have been requested but who would not confirm the report at the time is Dr. Charles E. Dickey, superintendent of schools in Allegheny County. Other changes were reported contemplated in the State Council of Education.

Lose Rouge

No Facial Makeup For Chinese Teachers

SHANGHAI.—The Bureau of Education has ruled that school teachers in Greater Shanghai must not make use of rouge, lipstick, face powder, or permanent waves. Such things were held to be incompatible with educational principles. Similar prohibitions have already been applied to girl students.

Start Structure

Cornerstone Is Laid For Ansonia School

ANSONIA, Conn.—The cornerstone of one of the first public high schools to be built in the United States along new architectural lines was laid here in the presence of State and local officials. The new building, designed by William Lescaze, a New York architect, will have three main units, auditorium, classrooms, and gymnasium. The disposition of these units was determined by the orientation and environment. The auditorium will be at the extreme north end and so constructed that if it is used in the evening it will not be necessary to open main building. The classroom unit, a three-story, long, narrow wing, is arranged to catch the east-west light, which is believed to be best for study purposes. Laboratories will be so located as to catch the north light.

School Closes

Princeton Preparatory Not to Reopen in Fall

PRINCETON, N. J.—The Princeton Preparatory School, founded in 1873 by Princeton University as a preparatory department of the college, will not reopen this Fall, it was announced by Headmaster Harry B. Fine. In a letter to the alumni of the school and parents of students, Mr. Fine outlined the reasons, principally financial difficulties, which necessitated the decision to close the institution permanently after sixty-three years of continuous operation.

Edison Living Memorial Plans To Grant 100 Scholarships a Year

NEW YORK. — To Thomas Alva Edison, whose inventions transformed the workaday world and gave new pleasures to leisure time, there is to be a "living memorial." It is being established by a foundation of which Owen D. Young is national chairman, and will consist in awarding each year 100 Edison grants of money to educate particularly promising Americans who are sixteen years or more old.

The plan of the living memorial springs from Mr. Edison's own example in establishing the Edison Scholarship shortly before his death.

In making known the details of the living memorial Mr. Young said: "We are bearing in mind Mr. Edison's remark, 'I want to bring unusual youth and unusual opportunity together.'"

Candidates for Edison grants are to be passed upon by regional councils representing geographical areas. When selected, these candidates will be examined by the national qualification board.

An unusual feature of the Edison living memorial is the fact that the grants will have no specified value. Furthermore, the grants will have no time limit, since in each case it will be planned to give the Edison scholar all the training and education he may require.

Book Reviews

America Past and Present

THE DEVELOPMENT OF AMERICA. By Fremont P. Wirth, Professor of the Teaching of History and Chairman of the Division of Social Science, George Peabody College for Teachers, Nashville, Tennessee. Boston, Atlanta, Dallas, San Francisco, New York, Cincinnati, Chicago: American Book Company.

To explain the phenomenon of modern America, its attainments, weaknesses and ideals, through the vehicle of a history text for high school students, is no easy task. Yet a highly enlightening disclosure of the reasons for existing patterns has been made in this ably executed text.

The author has met his problem of relating past events with present situations and trends by departing upon occasion from a strictly chronological order and employing a topical arrangement. This, however, occurs more often in the later than the earlier pages of the work.

The book is fully equipped with previews, test questions and the other paraphernalia of teaching helps. Illustrations are numerous and well selected.

This is functional rather than economic history. It emphasizes the real development of the nation in social, economic, and political ways. Military campaigns are given no more than their due share of attention. The volume is evidently the work of one who understands how to organize and teach history.

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Nature Readers

NATURE—By Seaside and Wayside. Books I, II, III, and IV. A series in Nature Science. By Mary Geisler Phillips and Julia McNair Wright. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath & Company.

The series offers a wealth of well organized, well presented material regarding our physical environment and particularly the plant and animal life which is so apt to be quite generally overlooked and unknown.

The successive volumes constitute a well graded avenue of discovery for children and adolescents. Beings as common as the housefly and the ant are introduced and their life described in vivid fashion.

The child who is privileged to read or study these volumes will come into a new, rich heritage of understanding. He should acquire lasting interest in a thousand forms of plant and animal life which might otherwise be meaningless to him.

Frequent pictures add zest to these admirable nature readers. The style is clear and so is the typography.

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Smoothing the First R

READING READINESS. By M. Lucile Harrison, Colorado State College of Education, Greeley, Colorado. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Into one small but meaty volume have been gathered many of the scientifically ascertained facts about reading which might otherwise be inaccessible to the teacher.

Dealing as it does with the reading difficulties of children in the kindergarten and primary grades, the book tackles the problem in its early stages and is more a preventive than a corrective manual, as one concerned with the reading readiness of older pupils or adults would necessarily be.

Miss Harrison has much to point out regarding the use of tests and the study of individual cases to discover just the needful means of improvement.

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Toward a Life Work

OCCUPATIONS. A Textbook for the Educational, Civic, and Vocational Guidance of Boys and Girls. By John M. Brewer, Graduate School of Education, Harvard University. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco. Ginn and Company.

Recent years have seen broad changes in the educational concept of guidance —changes which are well reflected in this text for secondary schools. The author, Dr. John M. Brewer, has long been a leader in this field and few men in America could match his skill in presentation of the essential facts and principles of this subject as it must be presented to be of value today.

In this latest revision of an earlier text, Dr. Brewer treats of educational, civic and vocational guidance as one inter-related whole. He stresses the ethical and social aspects of everyman's vocation—plainly pointing out that success is more than an individual and selfish matter. And he succeeds in breaking down the "ten thousand different occupations" into a tractable number of callings, having definable characteristics.

The subject of guidance continues to wedge its way into the secondary school curriculum by the sheer logic of necessity. Dr. Brewer's text is standard. It should help many a young person to steer into a congenial life work instead of drifting from one disliked job to another. Admittedly, of course, the obtaining and holding of the job or even the occupation one has chosen and prepared for, depends on many factors beyond one's own control, especially in a time when there are fewer jobs than workers.

• •

Child-Centered Dictionary

WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS. Edited by Thomas Kite Brown, Jr., Ph.D., and William Dodge Lewis, Pd.D., Litt. D. 1004 pages; 46,000 vocabulary terms; illustrations; maps. Philadelphia: The John C. Winston Company.

Thoughtful adaptation to purpose is evident everywhere one turns in examining this latest member of the Winston Simplified Dictionary family. "Look it up in your dictionary" should cease to be a cause of frowns when the pupil has this reference work at hand. Not only are its numerous illustrations, including ten full page plates in colors, and its colored maps attractive features; the very typography and the single-alphabet arrangement render consultation easy. And the definitions! These are so clear and satisfying and at the same time so scholarly that one marvels at them and is convinced that the child will find here a delightful aid to learning. The dictionary breathes a sort of friendliness for the child. It seeks to guide him, not to baffle or annoy or overawe him.

Care has evidently been given to innumerable details, in order that needless obstacles may be removed. Definitions are of sufficient length to make them understandable. A generous amount of relevant information has been included. Proper names in literature, history, and geography appear in surprising number, as do abbreviations, foreign words, and technical and scientific terms. And all these listings are to be found in a single alphabetical order.

Coming fresh from the press, the work reflects a modern viewpoint which seems likely to appeal to modern boys and girls. Many new words receive attention.

Within a compass of a thousand plainly printed pages, this dictionary presents a 46,000-word collection which should implement any child for comprehension of all suitably written texts or books of literature he will be asked to read or study. It is quite probable, moreover, that the child's older associates and relations will form a habit of dipping into this book on their own accounts — with at least ninety-percent certainty of finding what they want and a confidence that, if they do, the information will be clear-cut and dependable.

DIRECTORY

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Recreates Office

Brookline Restores Dean of Women in H. S.

BROOKLINE, Mass.—The Brookline school committee by a vote of 4 to 3 reconsidered a move made previously to abolish the position of dean of women at Brookline High School and recreated it. The decision was at a meeting at which Mrs. Lotta Bradburn Schick, school committeewoman who had made a fight to retain the office, said there was no real head of girls at Brookline High without a dean of women, a position held for fifteen years by Miss Mary W. Sawyer. Parents and pupils both objected to the committee's earlier action in abolishing the office. A group of parents, among whom was Mrs. Leon W. Rand, circulated a petition which gained 650 signatures, and a student petition was also circulated. In the committee's move to re-establish the office, it did not reappoint Miss Sawyer, but referred the matter to its sub-committee on teachers. It was expected that Miss Sawyer would be reappointed.

One-Roomers

Rural School Problems An International Topic

GENEVA.—The common problem of the one-room rural school united representatives of thirty-seven nations of all shades of political feeling in a harmonious conclave in Geneva recently. American delegates, returning from the fifth International Conference on Public Instruction, report that politics was forgotten as officials from five continents discussed their similar struggles to give the country child something more nearly approximating city educational opportunities. One of the experiments which attracted most comment, according to William Howes Collins, one of the American delegates, was, strangely enough, that of ruralizing city schools. In Colombia, in South America, all school buildings have been removed outside the city limits, where land is cheaper, the air better and playgrounds can be larger. Here the children, who are transported daily by busses, get a daily sample of country life.

Maine's Problem

Wider Tax Base Is Urged for School Costs

AUGUSTA, Me.—Dr. Bertram E. Packard, State Education Commissioner, stated that "more than 200 of Maine's 500 municipalities are below the national averages in education facilities use." Maine stands thirty-eighth among the states, Dr. Packard said, in expenditures per capita for education. He attributed the deficiency primarily to "the fact that a third of the population of Maine is required to pay the educational bill for all our people. The property tax pays 99 per cent of the cost of education and only 33 1-3 per cent of Maine's population pays that tax," Dr. Packard said. "We must distribute the burden more equitably."

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Grins Between Grinds

A La Mode

Bobby (short of money) — "Say, Dad, have you any work you'd like me to do?"

Father (taken by surprise)—"Why—no—but—er—."

Bobby—"Then how about putting me on relief?"

•

Needed a Lamb

Mary had a little snub
For everyone, and so
The leaves of her engagement book
Were always white as snow.

•

His Error

School Teacher—"Percival, you are half an hour late. What was the matter?"

Percy—"I went out with pa to a lynching party, and we stayed until the last man was hung."

Teacher (severely) — "Was hanged, Percival."

•

Rev. Vox Populi

"And what is the child's name?" asked the minister.

"Shirley," replied the mother.

"Shirley?"

"Yes, sir. After the famous Shirley Temple."

"Yes, yes, of course," said the minister. "Let me see, who is the preacher there now?"

•

Super-Salesmen

"Smith is a fine salesman. Last week he sold a refrigerator to an Eskimo."

"That's nothing. A friend of mine once sold a book on 'Self-Confidence' to Mussolini."

•

Hard to Find

Waiter—"And how did you find the steak, sir?"

Man—"Oh, I just pushed a couple of peas aside and there the little devil was."

•

Disappointing Catch

Fisherman—"After tugging for an hour thinking I had a record catch I hauled in a rubber tire."

Lifeguard—"I know how you feel. Once after a ten-mile swim to rescue someone it turned out to be my landlord."

•

Sore

One of the PWA workers on Riverside Drive was complaining because he had no shovel. He finally told the foreman about it. "Gee whiz," he gee-whizz'd, "I haven't any shovel!"

"Well, whaddaya kickin' about?" was the answer, "you don't have to do any work if you ain't got no shovel!"

"I know," pouted the fellow, as he stamped both feet, "but I haven't got anything to lean on—like the other guys!"

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